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Thesis

THREE UNITS FOR AN ELEVENTH-GRADE CLASS  
IN AMERICAN HISTORY

Submitted by

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(A.B., Bates, 1941)

In partial fulfillment of requirements for  
the degree of Master of Education

1946

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## CHAPTER I

### INTRODUCTION

Purposes of this thesis.-- During the early years of teaching, the writer found himself in a position not unlike the type of teacher <sup>1/</sup> to which the Binings referred, when they wrote:

"In a few of our schools, the teacher receives specific instructions in regard to the courses he is to teach and also an outline of the courses. In most of our schools, however, the teacher receives no instructions. He knows little more than that he is to teach certain courses such as American history or civics or economics. He knows that there is a textbook for each pupil and perhaps a few books on the subject in the library. The teacher is confronted with the problem as to what the subject matter of the course should contain and how it should be arranged.

The organization of the course will depend on the aims and objectives that the teacher has in view. Under the old memoriter system, the chief objective was that the pupil should memorize a number of facts. All that was needed was a textbook that contained the factual material. The teacher assigned a certain number of pages to the pupil. The task of the pupil was to memorize the facts presented on the pages assigned."

Following this method and considerable teacher discussion, with a limited amount of pupil activity, it was suggested by the observing superintendent, that the writer employ the "contract" method of teaching social studies. That was the extent of the suggestion, nothing further was offered, so that prodigious inquiry resulted in no success. Some had heard of the method, but little additional

<sup>1/</sup> Arthur C. Bining and David H. Bining, Teaching the Social Studies in Secondary Schools, McGraw-Hill Book Company, New York and London, 1935, p. 183.



information was forthcoming. The preceding instructors had used "outlines" which were personal and no record or copies were to be obtained. However, a limited knowledge enabled the writer to build a very imperfect contract, which was offered to the pupils in an eleventh-grade high school United States history class.

The situation was ideal for the "Unit" method, if it had been known. This is clearly shown from the following data of the students' intelligence quotients.<sup>1/</sup>

Table 1. Distribution of Intelligence Quotients of an Eleventh-grade Class in United States History.

Intelligence Quotients		Number of Pupils
High	116-120 .....	1
	111-115 .....	5
	106-110 .....	4
	101-105 .....	3
	96-100 .....	2
	91- 95 .....	3
	86- 90 .....	1
	81- 85 .....	1
Total		20
Median		103
Girls		12
Boys		8

The above represents an eleventh-grade in a small high school. Due to the limited numbers and facilities, it was impossible to have homogeneous grouping and the 20 individual high and low scores above range from 120 to 81, with the median of 103.

Notwithstanding, the suggested "contract" method was entirely inadequate, because of the limited knowledge of the writer. During

<sup>1/</sup> Otis Self-Administering Tests of Mental Ability, Higher Examination: Form A, for Grades 9-12, World Book Company, Yonkers, New York, 1922.



the past year the classes which the writer is to teach have had four different teachers, who have employed the question and answer method of teaching, each with his distinct personality, biases, and objectives. No record of study or progress was to be found.

Thus, the writer, with his past experiences, and a knowledge of his situation, has set about to build three Units, to conform with the principles of the course in "Unit Assignment in Secondary Education," offered by Doctor Roy O. Billett of Boston University. The ideas and the terminology used in building these units and unit assignments are directly credited to Doctor Billett's course, from which a clearer understanding of the unit and unit assignment, may be utilized during the school year 1946-1947 by the writer.

It should be made clear that the unit is not: "An aggregation of materials placed side by side because they describe events which happened to take place at approximately the same time. Such events are discontinuous and noncumulative; they are not bound together by close relationships."<sup>1/</sup> Such method would prove to be too factual and the pupil would do nothing more than memorize events, places, and dates.

Neither is the unit: "The same as a topic, or a thread or phase of historical development considered from its beginnings to its end."<sup>2/</sup> Such would eliminate close relationship to other important materials,

<sup>1/</sup> Mary G. Keity, Learning and Teaching History in the Middle Grades, Ginn and Company, Boston, 1928, p. 20.

<sup>2/</sup> Loc. cit.



4

which would cause for much misunderstanding to movements which might vitally effect the study and appreciation of the course.

However, it may be fully understood that "unit organization is the first major phase of the unit method, which in turn is a systematic way of taking into consideration and applying with due emphasis, every fundamental educational principle which should function in every good teaching-learning cycle."<sup>1/</sup> Thus, the unit and unit assignment is a translation of the topic for the purpose of organizing the course. In this way, we will have a three-fold advantage:

- (1) A record of the teacher and his work.
- (2) Teacher-growth in service.
- (3) An incentive to growth of course.

Throughout this thesis and the three units, the writer intends to adhere to the fundamental aims of teaching social studies. The results which should be gained are two-fold: (1) "The enrichment and development of the lives of pupils to the greatest extent of their abilities and powers within their environment, and (2) the training of pupils to take their place in a democratic society in such a way as to make their country a better place in which to live."<sup>2/</sup> In order to accomplish this, the teaching of factual knowledge is not adequate, therefore, we find the solution in the utilization of the unit and unit assignment, which is broad in its concepts.

---

<sup>1/</sup> Roy O. Billett, "The Values of Unit Organization", Fifteenth Year-book of the Eastern Commercial Teachers Association, 1942, p. 23.

<sup>2/</sup> Bining, op. cit., p. 37.



Therefore, the outcome of these aims will find that:

"(1) The accumulation of certain definite knowledge of the past wisely chosen to explain the present in accord with general aims of Secondary Education. (2) The development of abilities which are needed for impartial and effective investigation of Social Materials and for rendering constructive decisions about social affairs."<sup>1/</sup>

In addition, cultural appreciation, continuity of historical principles, and loyalty and ideals may be developed to make for better civic education and better living. This is the task of the teacher, who must have these ideals in order to inculcate them into the pupils' interest. In short, the ideals of a democratic society should be constantly before the pupil.

Throughout, the above aims will serve for the following units, in order to divert from and erase the rote memory phase of teaching social studies. The units will be built to provide for pupil activity, individual differences, and pupil needs; also to promote interest, and appreciation for social studies.

The units, since they are not in use at this writing, will undergo changes. Notwithstanding, their record value should prevent repetition of the above confusion and provide an organization of the present course of study.

Terminology.-- The following items, must be understood in the building of units and unit assignments and their related importance involved in the teaching of the unit method.

1- The unit is a brief statement of concepts and skills, which the

<sup>1/</sup> Ibid, p. 45.



teacher expects the pupils to attain. It is the goal of the teacher, and is written in terse declarative sentences.

- 2- The delimitation of the unit is a series of lesser concepts and/or skills which supports the broad concepts of the unit. It serves as a boundary for the material to be taught by the teacher. It is written declaratively and is never shown to the pupils.
- 3- Indirect learning products are not necessarily primary products or objects of the unit, but the teacher may expect ideals and appreciations from them in the way of by-products.
- 4- The unit assignment includes all the teacher-pupil activity. It should be written in a vocabulary familiar to the pupils' level, and the instructions for procedure and introduction should be clearly stated by the teacher, in order that it may serve as a guide to the pupils learning process. The unit assignment should promote interest and put pupils into an interrogative frame of mind.
- 5- Optional related activities should be many, and varied. They serve to provide for individual differences in special ability, interest, and skill. Following the required activities, the pupils are urged to do as many optional and related activities that time permits. The activities are to be guided and approved by the teacher. A record or types of activity is maintained on a three by five card, placed in a card file, and kept on the reference shelf or in a box, which is accessible to the entire class.
- 6- Guide sheet includes all or part of the introduction, suggestions of how to study the unit, the required activities, references, and op-



tional related activities. It may be several sheets bound together and should contribute much to the understanding of the unit assignment.

7-- Tests provide a picture of pupil achievement and progress. In the study of history the objective multiple-choice type is recommended for manifestation of judgment and understanding. The true or false type is used primarily to test factual knowledge. Tests, although given to determine marks, offer a picture of pupil growth and achievement.

Explanation of Codes.-- The first number which is followed by a colon (:) represents the text or book which is found in the reference list at the end of the unit. This is followed by the numbered pages of the book, the dash (-) between the page numbers signifies that the related materials may be obtained on all of these pages, a comma (,) signifies separate pages, and a semi-colon (;) is the end of the reference to be found in any one book.

(10:258-290, 320-330; 7:346-370.)

10 = Muzzey, pages 258 to 290 and pages 320 to 330

7 = Hicks, pages 346 to 370

Throughout all three units, the above code will be applicable.

Contents of the Chapters.-- This thesis contains a title page, a table of contents, an introduction, three teaching units, three achievement tests, an appendix, and a related bibliography. Chapter I, which is the introduction, contains the reason and justification for the writers selection of building satisfactory units, including specific



aims and objectives, the reason for and definitions of related terminology, a key or guide to code numbers, and a resumé of the contents of the chapters of this thesis. Chapters II, III, and IV are related to different phases of subject-matter units to be taught in an eleventh-grade United States History class. Chapter II is the unit "Nationalism, 1800-1828". Chapter III is the unit "How Our Country Faced Sectionalism". Chapter IV is the unit "Westward to the Pacific". The last three chapters are accompanied by achievement tests and the appendix contains the keys to each test. At the end of the thesis is a bibliography to which the writer has constantly referred for facts and verification. Some deal with teaching social studies and the majority of the references devote much to the building of the more acceptable units.



## CHAPTER II

TOPIC: UNIT ORGANIZATION OF TOPIC ON NATIONALISM 1800-1828

### The Unit

From 1800 to 1828, Nationalism grew in the United States.

Jefferson, Monroe, Marshall, and Jackson became real representative leaders of and for the people. The vast Territory of Louisiana was sold by France and our geographical size became doubled. Trade with foreign countries soon brought us into war with England in 1812. When Jackson was elected president in 1828, he did not disappoint the people with his reforms and "spoils system". During this strong period of nationalism, the roots of sectionalism took hold and the Monroe Doctrine became our foreign policy.

### Delimitation of the Unit

1. Jefferson was the leader of the Anti-Federalists or Republicans, who were largely farmers.
2. They were interested in more power for the States than for the National Government.
3. Farmers of the Southwest and Northwest were encouraged to ship their goods through New Orleans.
4. Against his "strict" interpretation of the constitution, Jefferson purchased the Territory of Louisiana.
5. England and France were at war from 1793-1815 and needed large supplies of wheat, corn, and meat.



6. The United States was a neutral country and shipped these commodities to Europe and England, which led to the seizure of neutral ships carrying contraband goods.
7. Trade, seizure, and search led us into war with England in 1812 during Madison's administration.
8. The United States was not prepared for war, but the "War Hawks" were convincing.
9. Compared with England:
  - (a) The United States had eighteen ships, while England had nine hundred.
  - (b) Our regular army was made up of six thousand seven hundred men.
  - (c) England easily blockaded American ports.
10. The United States was humiliated by constant failure in the Canadian campaign and the British march on Washington and Baltimore.
11. Such a great mistake did produce spirit and patriotism and revealed many weaknesses which we have corrected.
12. During the "Era of Good Feeling" the United States developed the west and industry.
13. The physical geography of the United States influenced:
  - (a) transportation
  - (b) manufacturing
  - (c) the movement to the west
  - (d) agriculture
  - (e) shipbuilding
  - (f) exports



(g) adventure

(h) immigration

14. Our foreign policy was influenced by Adams and Monroe.
15. Henry Clay and John C. Calhoun influenced the question of tariffs and the "American System".
16. The newly acquired territory caused ill-feeling over slavery.
17. Marshall's many Supreme Court decisions were most significant.
18. For almost thirty years the middle class people gained control of our National Government.
19. The age of aristocracy ended when Jackson became President in 1829.

#### List of Readings and Materials for Teacher

##### History Text.

1. Adams, James T., and Charles C. Vannest, The Record of America.  
pp. 177-233.

##### History Text for Supplementary Reading.

1. Beard, Charles A., and Mary R. Beard, A Basic History of the United States. pp. 209-224.
2. ----- and -----, The Rise of American Civilization. Volume I, pp. 391-436. Volume II, pp. 344-382.
3. Commanger, Henry S., and Allen Nevins, The Heritage of America.  
pp. 205-250.
4. ----- and -----, History of the United States.  
pp. 156-183.
5. Elson, Henry W., History of United States. pp. 376-476.
6. Guitteau, William B., The History of the United States. pp. 217-250.



7. Hendrick, Burton J., Statesmen of the Lost Cause. pp. 302-313.
8. Hicks, John D., The Federal Union. pp. 252-345.
9. Knowlton, Daniel C., and Mary Harden, Our America Past and Present. pp. 387-330.
10. Leonard, Arthur R., and Bertha E. Jacobs, The Nation's History. pp. 281-322.
11. Martin, Asa E., History of the United States. Volume I, pp. 328-459.
12. -----, History of the United States. Volume II, pp. 381-410.
13. Muzzey, David S., History of the American People. pp. 196-221.
14. Wells, H. G., The Outline of History. pp. 908-917.

#### Manuals, Workbooks, and Study Guides.

1. Adams, James T., and Charles G. Vannest, Workbook for the Record of America. p. 298.
2. Clark, Lillian P., Our Nation (Part III). pp. 104-107-109-118.
3. Cartwright, R. S., and Kenneth Rehage, History Test. p. 9
4. Downes, James E., and others, Visualized Units in American History. pp. 46-55, 74-90.
5. Pikholt, Solomon, Brief Review in American History. pp. 3-4.

#### Indirect Learning Products

- A. Appreciation: (1) toward our early, courageous leaders, (2) for the growth of our foreign policy, (3) for our judicial system and decisions.
- B. Attitudes: (1) for nationalistic feeling which has grown during the last hundred years, (2) for intelligent thinking toward our



present foreign relations.

- C. Skills: (1) in pooling and sharing of interest, and socialization during laboratory phase, (2) in making references and intelligent use of bibliography, (3) mastery of facts and problem-solving-thinking for future use in intelligent thinking toward present world problems.

#### The Unit Assignment

- I. The following list of twenty pictures will be neatly displayed on two bulletin boards in the front of the room:

- (1) Thomas Jefferson
- (2) President Madison
- (3) British officers forcing an American sailor to join the British Navy
- (4) Napoleon discussing the sale of the Louisiana Territory
- (5) The duel in which Aaron Burr killed Alexander Hamilton
- (6) The Louisiana Purchase (Monroe, Livingston, and Tallyrand)
- (7) Henry Clay
- (8) John C. Calhoun
- (9) James Monroe
- (10) Commodore Thomas MacDonough
- (11) Perry at the Battle of Lake Erie
- (12) The Battle of "Constitution" and "Guarriere"
- (13) Andrew Jackson in Florida
- (14) The burning of Washington in 1814
- (15) Covered wagon train moving westward



(16) An early stagecoach

(17) Stephen Decatur

(18) The battle of Tippecanoe, led by Chief Tecumseh

(19) A Mississippi flatboat

(20) Jackson at the battle of New Orleans

II. (1) A map of North and South America, bordered by a small wire fence - captioned, "Monroe Doctrine".

(2) A wooden model of a river flatboat

(3) A wooden model of a Conestoga wagon

(4) A miniature model of "Old Ironsides"

(5) A copy of "The Star Spangled Banner"

(6) A list of famous quotations (1800-1944)

(a) "We have met the enemy and they are ours"

(b) "Sighted sub, sank same"

III. (1) A field trip to the Boston Navy Yard to see the original "Old Ironsides"

(2) Suggestions and references to current historical movies and books, including those with a western background

#### Teacher Introduction of Unit

Introduction.-- With the aid of your dictionary, look up the word "nationalism" ["devotion to national interests or national unit and independence"]. Look up "national" ["patriotic"]. Discuss the spirit of nationalism which prevailed in the United States on December 7, 1941. Compare it with nationalism in 1775.

In 1800, the government passed from the control of the Federalists,

(1) The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that  $f(x)$  is a continuous function of  $x$  and that it satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

(2) In the second part, we consider the problem of the representation of a continuous function  $f(x)$  as a sum of a series of the form  $\sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that such a representation is possible if and only if  $f(x)$  satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

(3) The third part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that  $f(x)$  is a continuous function of  $x$  and that it satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

(4) In the fourth part, we consider the problem of the representation of a continuous function  $f(x)$  as a sum of a series of the form  $\sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that such a representation is possible if and only if  $f(x)$  satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

(5) The fifth part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that  $f(x)$  is a continuous function of  $x$  and that it satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

(6) In the sixth part, we consider the problem of the representation of a continuous function  $f(x)$  as a sum of a series of the form  $\sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that such a representation is possible if and only if  $f(x)$  satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

(7) The seventh part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that  $f(x)$  is a continuous function of  $x$  and that it satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

(8) In the eighth part, we consider the problem of the representation of a continuous function  $f(x)$  as a sum of a series of the form  $\sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that such a representation is possible if and only if  $f(x)$  satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

(9) The ninth part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that  $f(x)$  is a continuous function of  $x$  and that it satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

(10) In the tenth part, we consider the problem of the representation of a continuous function  $f(x)$  as a sum of a series of the form  $\sum_{n=0}^{\infty} a_n x^n$ , where  $a_n$  are the coefficients of the power series. It is shown that such a representation is possible if and only if  $f(x)$  satisfies the functional equation  $f(x) = x f(x^2) + 1$ .

who believed in the principle of leadership, into the hands of the Republicans (not present day political party), who had more faith in the capacity of the people to govern themselves. Such a democratic practice was destined to permanently influence American ideas. European conflict made it possible for us to purchase the Louisiana Territory and ten years later found us on the brink of war.

Do you recall the recent neutrality act of 1937, which was repealed in 1939? Why did we repeal our Neutrality Act?

The recent war found us in a situation not unlike our forefathers in 1812 when our foreign trade and business were threatened.

Additional comparison will be made to the war of 1914-1918, and our position prior to our entrance into World War I.

Such has found us in foreign entanglements which were against the hope of Washington's farewell address. Therefore, we should have a foreign policy in the United States [extensive discussion on foreign policy of Russia, England, and France].

Before passing out guide sheet, the following thought question will be considered: The success of a foreign policy depends upon the nationalistic attitude of the people of a country!

Questions and problems.-- Find a complete answer to each of the following. Write neatly in your notebook, all the materials and findings that may be necessary to show the conclusion for each.

1. What classes of the people was Jefferson championing? Why not all classes? In what groups or classes were the Federalists interested? Why? 3: 380-383; 6: 213; 7: 254-258; 10: 195-198.



2. New England was a Federalist stronghold. Explain the fact that every New England state gave its electoral vote to Jefferson in 1804 but Connecticut. 7: 278; 10: 203.
3. What was the significance of the "Northern Confederacy?" 1: 182.
4. Compare questions two and three.
5. What do you suppose Jefferson meant when he wrote that the day France takes possession of New Orleans "we must marry ourselves to the British fleet and nation?" 6: 223; 7: 274-276; 10: 199-204.
6. How did Jefferson's election mean the control of the government by the people?
7. Do you think a president should be a leader of his party in Congress? Why?
8. How do you explain Republican abandonment of the "strict" construction of the Constitution? 6: 225; 7: 276-277; 10: 200-201.
9. Why is the Chesapeake affair important? 3: 405-406; 6: 231; 7: 286-287
10. Was the Ohio Compact in keeping with Jefferson's ideas of the relation of the nations and the states?
11. Identify the following: Tecumseh, W. H. Harrison, Commodore Perry, Andrew Jackson, Percival, three-mile limit, Old Ironsides, Tippecanoe, "sailors' rights", War Hawks, British "scalp buyers," Henry Clay, John C. Calhoun, Thomas Benton, The Prophet, Francis Scott Key.
12. Do the think the War of 1812 was necessary? Why? 6: 237-240; 7: 287-296, 304-305.



13. Can you explain the difference between the New Republicans and the old Republicans?
14. Do you think we would have gone to war with England if we had had diplomatic representation in that country at that particular time? Why? 10: 209-210.
15. Why was England able to increase her forces in America after the first year of the war? 6: 245; 7: 312.
16. Why is the War of 1812 often called the war for our commercial independence? Do you think it is rightly named?
17. How do you account for the success in the naval duels at sea and our victories on the lakes? 6: 244; 7: 309-310; 8: 324-325; 10: 215-216.
18. Why did not the treaty of peace mention or settle the causes that brought on the war? 6: 247-249; 7: 317-321; 10: 216-217.
19. How did the War Hawks' greed for more land precipitate the War of 1812? 1: 197, 199-200; 7: 301; 10: 211.
20. Why did we go to war with England and not with France? 1: 200; 7: 303; 10: 211-212.
21. What different principles if any are involved in the British action with regard to the "Chesapeake" in 1807 and Germany's action toward the "Lusitania" in 1915? (See page 774 in Hamm).
22. "Agrarian cupidity, not maritime right, urges the war." What justification is there for this statement? What besides agrarian cupidity precipitated the conflict? 10: 204-206.
23. Do you think the war of 1812 was inconclusive from a military and

1. The first part of the report is devoted to a general  
description of the project and its objectives.  
2. The second part contains a detailed description of the  
methodology used in the study.  
3. The third part presents the results of the study.  
4. The fourth part discusses the implications of the findings.  
5. The fifth part concludes the report and provides  
recommendations for future research.  
6. The sixth part contains a list of references.  
7. The seventh part contains a list of figures and tables.  
8. The eighth part contains a list of appendices.  
9. The ninth part contains a list of abbreviations.  
10. The tenth part contains a list of symbols.

diplomatic point of view? Why not naval also? 1: 200-207;

6: 236, 240-243; 10: 209-210, 212-216.

24. Why was it difficult for the United States to remain neutral in 1805-1812 and 1914-1917 and in the present war? Could the United States maintain a policy of neutrality in the event of any major conflict between two strong states? Why? 1: 189-195; 7: 283-289.
25. State one way in which the physical geography of the United States has influenced each of the following: transportation, manufacturing, the westward movement, agriculture, shipbuilding, and exports. 1: 213-219; 6: 261-265; 7: 322-327, 338.
26. Should the practice of the Supreme Court in declaring acts of Congress unconstitutional be restricted or abolished? Why? 1: 225-226; 10: 323-234.
27. May a state tax the income of one of its residents who is employed by the federal government? Explain.
28. Was Jackson's invasion into Florida an act of war? Can you justify this invasion? 1: 226; 6: 278; 7: 360.
29. Some critics of the Monroe Doctrine have referred to its emunciation as an act of colossal "nerve." Why? Do you agree? 1: 231-232; 7: 368-370; 10: 244-247.
30. How did sectionalism contribute to the defeat of John Quincy Adams' program?
31. What provision was made concerning slavery in the Louisiana territory? 1: 229; 6: 273-275; 7: 358.
32. What do you think was meant by Clay's "American System?" 1: 222;

1. The first of the two main parts of the report  
 is devoted to a general survey of the situation in the  
 country. It deals with the political, economic, and  
 social conditions, and the progress of the various  
 branches of industry and commerce. It also  
 contains a detailed account of the state of the  
 finances, and of the public debt. The second  
 part of the report is devoted to a more  
 detailed examination of the various branches  
 of industry and commerce, and to a  
 comparison of the results of the different  
 years. It also contains a number of  
 tables and diagrams, which are intended to  
 illustrate the various points mentioned in the  
 text. The report is written in a clear and  
 concise style, and is well adapted for use  
 as a reference work. It is a valuable  
 contribution to the knowledge of the country,

7: 379.

33. How do you account for the fact that Calhoun favored the tariff of 1816 but opposed a similar tariff in 1820? 6: 259; 10: 225.
34. Do you think the Missouri Compromise a satisfactory settlement of the slavery question? Why? 1: 228; 10: 242.
35. Why should John Quincy Adams get a large share of the credit for the Monroe Doctrine? 1: 230-231; 6: 281.
36. Can you explain how the democratic ideals of the West influenced the older sections of the Union?
37. How do you account for the conservative feelings of the seaboard states in 1800?
38. How does the government promote highway construction today?
39. Explain if possible how the change from domestic industry to a factory system created the labor problem as we know it today.
40. How has motor transportation affected railway transportation? 8: 376-380; 544-546.
41. Why should the invention of the Cotton Gin cause such a great increase in the value of slave labor in the South?
42. Can you give one important reason for the slow growth of our manufacturers prior to the Embargo Act of 1807?
43. Can you show how our manufacturers grew so steadily following the War of 1812? 1: 649-656, 665; 7: 322-325; 10: 226-227.
44. What natural resources have made possible great industrial development in the United States? 1: 3, 619; 2: 407-408; 6: 582, 653.
45. What is meant by a protective tariff? 1: 707; 9: 301, 486-387.



46. How do you explain that there was considerable fluid capital in the North and West, but little in the South?
47. How do you account for the depression in the East following the War of 1812? Compare it with the depression beginning in 1932. Will we repeat during 1947?

Optional related activities.-- Pupils may obtain the approval of the teacher for related activities of their own choosing.

1. List the significant facts concerning the Louisiana Purchase.
2. List the services rendered by Jefferson during his two terms as President of the United States.
3. On Map No. 1 show the presidential election of 1804.
4. On Map No. 2 show the following:
  - (a) Louisiana territory, Florida territory, Oregon Territory, Spanish possessions, and the United States in 1803.
  - (b) Route of the Lewis and Clark expedition.
  - (c) Route of Zebulon Pike into the Southwest.
  - (d) Center of population in 1800 and 1820.
  - (e) Locate: Astoria, Albuquerque, San Francisco, St. Louis, New Orleans, Fort Mandan, Fort Shelling, Fort Atkinson, West Point, and Pike's Peak.
5. Define the following terms: "right of deposit", Spoils of victory, rotation in office, immunity by paying tribute, "Once an Englishman, always an Englishman", entangling alliances, "paper blockade", "peaceable coercion".
6. With what events are the following names associated: Albert



Gallatin, Robert Livingston, George Clinton, John Marshall,  
Zebulon Pike, Stephen Decatur, Merriwether Lewis.

7. On a map complete the following:
  - (a) Trace the routes of Hull, Harrison, Dearborn, Wilkinson, into Canada.
  - (b) Trace the British advance against Washington.
  - (c) Trace Jackson's campaign against Florida and in the South.
  - (d) Locate: Detroit, Erie, Lake Erie, Montreal, York, Cleveland, Lundy's Lane, Buffalo, Quebec, Queenstown, Kingston, Fort Niagara, Fort Oswego, Albany, Lake Champlain, Crown Point, Pittsburgh, Plattsburg, New York, Washington, Wheeling, St. Louis, Cincinnati, Louisville, Fort Wayne, Fort Dearborn, Fort Malden, Pensacola, New Orleans, Memphis, and Savannah.
8. On a map color in the new states from 1803 to 1816 inclusive.
9. Make a chart in parallel columns showing the causes and results of the War of 1812.
10. On a map trace the following:
  - (a) The Cumberland or National Road.
  - (b) The Erie Canal, Pennsylvania Canal, Canals of a connecting nature, the Wilderness Road through the Cumberland and the Baltimore and Ohio Railroad.
  - (c) The line dividing Free and Slave states as shown by the Missouri Compromise.
11. On a map show the status of slavery after the Compromise of 1820:
  - (a) Free states in 1820 - shade solid red.



- (b) Territories closed to slavery in 1820:
    - (1) By the Ordinance of 1787 - shade diagonal red stripes.
    - (2) By the Missouri Compromise - shade horizontal red stripes.
  - (c) Slave states in 1820 - solid blue.
  - (d) Territory open to slavery by the Missouri Compromise - shade horizontal blue stripes.
  - (e) The 36° 30° compromise line - draw a double line, one red and one blue.
12. Locate: Baltimore, Harper's Ferry, Cumberland, Wheeling, Harrisburg, Pittsburgh, Albany, Troy, Schenectady, Syracuse, Rochester, Buffalo, Columbus, Indianapolis, Vandalia, St. Louis, Sabine River, and Rio Grande River.
- (a) State the principle provisions of the Monroe Doctrine.
  - (b) State clearly the provisions of the Missouri Compromise.
13. In chart form state four effects of westward expansion and classify each effect as political, social, or economic.
- (a) Identify the following: William Crawford, Rufus King, "corrupt bargain", Holy Alliance, "American System", Cumberland Road, Francis Scott Key, Robert Fulton, "girdle a tree", "infant industries", planter oligarchy, "dumping goods".
14. Make a model of a Conestoga wagon.
15. Make a model of a Mississippi flatboat.
16. Beginning with the decision of Marbury vs. Madison, make a list of the decisions of Chief Justice Marshall. Write a brief summary



of each decision.

17. Write an editorial on "The Louisiana Purchase".
18. Make a cartoon showing the principle of the Monroe Doctrine.
19. Write a newspaper story on the duel between Burr and Hamilton.
20. Class debate -- "The Constitution should have a 'strict' interpretation."

A -- M -- Agree

N -- Z -- Disagree

21. Class discussion [Teacher will select students]

"Neutrality of 1812 and 1940"

22. Write a theme on the "Mistake of the War of 1812".
23. Write a letter to a friend about the burning of Washington in 1814.
24. Write or give a short oral report on the Battle of Lake Erie.  
Compare it with a recent naval conflict in the Pacific, 1944.
25. Make a short report of one hundred words on any of the following novels:

- (a) Adams, Henry, Life of Albert Gallatin.
- (b) Babcock, K. C., The Rise of American Nationality.
- (c) Barnes, V., Yankee Ships and Yankee Sailors.
- (d) Bowers, Claude, Jefferson and Hamilton, The Struggle for Democracy in America.
- (e) Brody, C. T., The Freedom of the Sea.
- (f) Churchill, W., The Crossing.
- (g) Ferber, Edna, Cimarron.
- (h) Gay, S. H., James Madison.

1. Introduction

- (1) The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$ .
- (2) In the second part we shall consider the case when  $f(x)$  is a polynomial of degree  $n$ .
- (3) The third part is devoted to the study of the properties of the function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$ .

2. Preliminary

$$f(x) = \int_0^x f(t) dt$$

$$f(x) = \int_0^x f(t) dt$$

3. The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

4. The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

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7. The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

8. The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

9. The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

10. Conclusion

(1) The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

(2) The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

(3) The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

(4) The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

11. References

(1) The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

(2) The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

(3) The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

(4) The function  $f(x)$  defined by the equation  $f(x) = \int_0^x f(t) dt$

- (i) Holst, Herman Edward Von, John C. Calhoun.
- (j) Hosmer, J. K., The History of the Louisiana Purchase.
- (k) Hough, E., The Covered Wagon.
- (l) Maclay, E. S., History of the United States Navy from 1775-1901.
- (m) McCaleb, W. F., The Aaron Burr Conspiracy.
- (n) James. J. A., The Life of John Rogers Clark.
- (o) Roberts, K. L., The Lively Lady.
- (p) Roosevelt, Theodore, The Winning of the West.
- (q) Stephens, F. F., The Monroe Doctrine.
- (r) Thomas, D. Y., One Hundred Years of Monroe Doctrine, 1823-1923.
- (s) Updyke, F. A., Diplomacy of the War of 1812.

List of Readings for pupils.-- The following list is for pupils' use to which they may refer for proper references to above problems.

1. Adams, James Truslow, and Charles Garrett Vannest, The Record of America. pp 177-233
2. Beard, Charles A., and Mary R. Beard, A Basic History of the United States. pp. 209-224.
3. ----- and -----, The Rise of American Civilization. Volume I, pp. 391-436.
4. ----- and -----, The Rise of American Civilization. Volume II, pp. 344-382.
5. Elson, Henry W., History of the United States. pp. 376-476.
6. Guitteau, William B., The History of the United States. pp. 217-250
7. Hicks, John D., The Federal Union. pp. 252-345.
8. Knowlton, Daniel C., and Mary Harden, Our America Past and Present.



pp. 287-330.

9. Leonard, Arthur R., and Bertha E. Jacobs, The Nation's History.  
pp. 281-322.

10. Muzzey, David S., History of American People. pp. 196-221.

Tentative time schedule.-- This unit will require about two weeks time.

First period - - - Introductory phase (handing out guide sheet)

Second period- - - Laboratory phase

Third period - - - Laboratory phase

Fourth period- - - Laboratory phase

Fifth period - - - Laboratory phase

Sixth period - - - Pooling and sharing of experience phase

Seventh period - - Pooling and sharing of experience phase

Eighth period- - - Pooling and sharing of experience phase

Ninth period - - - Pooling and sharing of experience phase

Tenth period - - - Achievement test (for estimating educational growth)

#### Achievement Test

I. Multiple-choice type.-- In the space provided at the right, place the letter which makes the statements correct. Read each carefully before making your choice. Study the first example before answering those which follow.

1. The Federalist party helped the United States to:

- (a) enter a second war with England.
- (b) restore a new monetary system in the United States.
- (c) organized a strong central government.



- (d) believed in "strict construction of the constitution". (d)
2. The most important event during Jefferson's administration was:
- (a) The Louisiana Purchase.
  - (b) the trial of Aaron Burr.
  - (c) the announcement of the Monroe Doctrine.
  - (d) protective tariffs. (    )
3. The chief importance of the decision in the Marbury vs. Madison case was:
- (a) that it was the first instance in which the Supreme Court pronounced a state law unconstitutional.
  - (b) the first instance that the Supreme Court pronounced a law of Congress unconstitutional.
  - (c) that it was the first case tried by the Supreme Court.
  - (d) that it ratified state legislature. (    )
4. Real opposition to the enactment of tariff legislation first appeared in:
- (a) 1800
  - (b) 1812
  - (c) 1816
  - (d) 1824 (    )
5. The Missouri Compromise provided that:
- (a) Missouri was to be admitted as a free state.
  - (b) California was to be admitted as a free state.
  - (c) there should be no further introduction of slaves



into the territory north of latitude thirty-six.

- (d) slavery was to be abolished in the District of Columbia. ( )

6. One of Jefferson's first acts as president was to:

- (a) increase the army and navy of the United States.  
(b) reduce the expenditures of the government.  
(c) raise the tax on whiskey.  
(d) declare war with England. ( )

7. The Orders in Council and the Berlin and Milan Decrees had the effect of:

- (a) improving our relations with France and England.  
(b) increasing the protective tariff.  
(c) lowering freight rates on American vessels.  
(d) hindering American commerce. ( )

8. The country which offended the United States most by the impressment of seamen was:

- (a) England.  
(b) France.  
(c) Spain.  
(d) Canada. ( )

9. The Embargo Act had the effect of:

- (a) raising the price of American farm products.  
(b) stimulating manufacturing in the United States.  
(c) forcing the repeal of the Orders in Council and the Berlin and Milan Decrees.



- (d) lowering the price of American farm products. ( )
10. The most opposition to the War of 1812 was found in:
- (a) New England.
- (b) the South.
- (c) the West.
- (d) the Southwest. ( )
11. The Macon Bill Number Two resulted in:
- (a) temporary reopening of trade between the United States and the world.
- (b) England's declaration of war against Napoleon.
- (c) a renewal of the Berlin and Milan Decrees.
- (d) peace settlements. ( )
12. The Hartford Convention was called for the purpose of:
- (a) considering a new government.
- (b) planning a new campaign against Canada.
- (c) providing New England with a better defense against England.
- (d) considering proposals to revise the Constitution. ( )
13. As a result of the War of 1812:
- (a) The United States was given temporary control of Canada.
- (b) impressment was discussed completely.
- (c) the right of neutrals was recognized.
- (d) manufacturing was tremendously stimulated in New England. ( )



14. The Monroe Doctrine was:
- (a) a law.
  - (b) a treaty.
  - (c) an agreement.
  - (d) declaration of foreign policy. ( )
15. The Monroe Doctrine stated that:
- (a) the United States would help protect the English commerce with South America.
  - (b) European countries were to establish no new colonies in North or South America.
  - (c) South American countries should be returned to Spain.
  - (d) South America and the United States were to have trade agreements. ( )
16. During the 1820's the biggest opposition to a protective tariff on European manufactured good came from:
- (a) American farmers.
  - (b) land owners.
  - (c) cotton planters.
  - (d) American manufacturers. ( )
17. The successful candidate for President in the election of 1824 was:
- (a) John Quincy Adams.
  - (b) Andrew Jackson.
  - (c) John C. Calhoun.



- (d) Henry Clay. ( )
18. The election of 1824 demonstrated clearly the:
- (a) growth of sectionalism in the United States.
  - (b) growth of nationalism in the United States.
  - (c) the decline of the Republican Party.
  - (d) strong bond between the South and New England. ( )
19. John Quincy Adams was a:
- (a) Virginian.
  - (b) Westerner.
  - (c) New Englander.
  - (d) Southerner. ( )
20. Jefferson favored the:
- (a) farmers.
  - (b) manufacturers.
  - (c) cotton planters.
  - (d) shipbuilders. ( )
21. The purchase of the Louisiana Territory:
- (a) doubled the size of the United States.
  - (b) was a poor investment.
  - (c) costs one hundred million dollars.
  - (d) violated the constitution. ( )
22. Clay's "American System" did not advocate:
- (a) protective tariff.
  - (b) internal improvements.
  - (c) National Bank.



- (d) neutrality during the War of 1812. ( )
23. The great industrial development in the United States is due to:
- (a) our natural resources.
  - (b) the Louisiana purchase.
  - (c) the flow of immigration.
  - (d) nationalism. ( )
24. A protective tariff:
- (a) decreases the selling price of foreign goods.
  - (b) is a high tax on imported goods.
  - (c) is a low tax on imported goods.
  - (d) is a tax on domestic goods. ( )

II. Completion type.--- Read the sentence carefully and fill in the blank with correct word, phrase, or name.

25. Jefferson and Madison were important leaders of the \_\_\_\_\_ party.
26. The President who was responsible for the Embargo Act was \_\_\_\_\_.
27. The Berlin and Milan Decrees were issued by \_\_\_\_\_.
28. The young Congressmen who favored war with England were called the \_\_\_\_\_.
29. The section of our country that most disapproved of the war with England was \_\_\_\_\_.
30. The American general who defeated the English at New Orleans was \_\_\_\_\_.



31. The Indians were defeated at the battle of Tippecanoe by General \_\_\_\_\_.
32. The Indians of the Northwest were organized against the whites by \_\_\_\_\_.
33. The President during the War of 1812 was \_\_\_\_\_.
34. The "Chesapeake" was a naval vessel belonging to the \_\_\_\_\_ nation.
35. The Hartford Convention was largely the work of the \_\_\_\_\_ party.
36. The desire of the West to add a part of \_\_\_\_\_ to the United States helped to bring on the War of 1812.
37. The treaty ending the War of 1812 was called the \_\_\_\_\_.
38. In order to keep the Russians from further colonization on the Pacific coast, the president of the United States issued the \_\_\_\_\_.
39. In 1803 the United States acquired the Louisiana Territory from \_\_\_\_\_.
40. During the time of our study the United States also had trouble with the \_\_\_\_\_ states.
41. The expedition sent by Jefferson to explore the Louisiana Territory was led by \_\_\_\_\_.
42. The first administration of Monroe is usually characterized as \_\_\_\_\_.
43. The American ship \_\_\_\_\_ defeated the English



ship \_\_\_\_\_ because the American sailors  
were better marksmen.

44. When settlers traveled westward they used either

\_\_\_\_\_ or \_\_\_\_\_ or  
\_\_\_\_\_ as a means of transportation.

45. Hamilton favored the \_\_\_\_\_ class of people  
while Jefferson favored the \_\_\_\_\_ class.

III. Matching type.— In the space provided at the left hand column  
before each name, write the correct letter which corresponds from  
the right hand list. Read each selection carefully.

\_\_\_\_ 46. Thomas McDonough (a) American Naval Commander who  
won a great victory over the  
English on Lake Erie.

\_\_\_\_ 47. William Henry Harrison (b) Chief Justice of the Supreme  
Court.

\_\_\_\_ 48. James Madison (c) General who defeated the Indians  
at the Battle of Tippecanoe.

\_\_\_\_ 49. John Adams (d) Madison's Secretary of State.

\_\_\_\_ 50. Aaron Burr (e) American Naval Commander who  
won a great victory over the  
English on Lake Champlain.

\_\_\_\_ 51. John C. Calhoun (f) Jefferson's Secretary of State.

\_\_\_\_ 52. Oliver H. Perry (g) American General who led his  
army to victory in the Battle of  
the Thames.



- \_\_\_ 53. Henry Clay (h) Congressman from South Carolina.
- \_\_\_ 54. John Marshall (i) President of the United States during the War of 1812.
- \_\_\_ 55. Albert Gallatin (j) Secretary of the Treasury in Jefferson's Cabinet.
- \_\_\_ 56. George Rogers Clark (k) Speaker of the House during Madison's administration.
- \_\_\_ 57. James Monroe (l) The man who killed Alexander Hamilton in a duel.

IV. Yes-No type.— Answer each of the following questions with YES or NO in the space provided at the left.

- \_\_\_ 58. Were President Jefferson and Chief Justice Marshall friendly toward each other?
- \_\_\_ 59. Was Jefferson's party unfriendly to the courts?
- \_\_\_ 60. Did Jefferson believe in strict construction of the constitution?
- \_\_\_ 61. Did the United States gain any western land during this period?
- \_\_\_ 62. Did the protective tariff stimulate manufacturing?
- \_\_\_ 63. Was the War of 1812 a popular one in the East?
- \_\_\_ 64. Did the younger men come into leadership of the nation during this period?
- \_\_\_ 65. Did the United States gain commercial independence by the War of 1812?
- \_\_\_ 66. Did Jackson's victory at New Orleans end the War of 1812?



- \_\_\_ 67. Did the British burn the capitol at Washington?
- \_\_\_ 68. Was one of the reasons for the purchase of the Louisiana Territory fear that some unfriendly country might establish a nation there?
- \_\_\_ 69. Did the "War Hawks" virtually force the United States into the War of 1812?
- \_\_\_ 70. Did the United States have a navy which was adequate to oppose England on the seas?
- \_\_\_ 71. Did the Americans successfully invade Canada during the War of 1812?

V. True-False type.-- If the statement is true draw a circle around the T. If the statement is false draw a circle around the F.

- T F 72. After 1815 the United States became more concerned with European affairs than it had previously been.
- T F 73. After 1815 the Federalist party was no longer an important political force in national affairs.
- T F 74. The largest development in the textile industry immediately after 1815 occurred in New England.
- T F 75. The increase in manufacturing in the United States led to a demand for lower tariffs.
- T F 76. After the War of 1812 cities developed more rapidly in the North than in the South.
- T F 77. After the War of 1812 cotton began to replace tobacco as the South's leading export crop.
- T F 78. The economic life of the South was more diversified than that



of the New England states.

- T F 79. The Westward movement immediately after the War of 1812 was greatly aided by the development of railroads.
- T F 80. As a general rule, Western states required men to have property or to pay taxes before allowing them to vote.
- T F 81. The extension of democracy in the Western states influenced some Eastern states to adopt manhood suffrage.
- T F 82. Internal improvements at national expense were opposed by Madison and Monroe on grounds of unconstitutionality.
- T F 83. The author of the "American System" was Henry Clay.
- T F 84. The "American System" included proposals for a protective tariff, with the revenue to be used for internal improvements.
- T F 85. As a general rule Southern planters were opposed to a high protective tariff.
- T F 86. The attitude of a state toward a protective tariff is determined largely by its economic interests.
- T F 87. The second United States Bank was chartered after the close of the War of 1812.
- T F 88. The case of *McCulloch vs. Maryland* was decided favorably for Maryland.
- T F 89. John Marshall was Chief Justice of the Supreme Court of the United States.
- T F 90. The United States purchased Florida from France.
- T F 91. As a result of an agreement between the United States and England, the Canadian-United States border has not been



fortified by either country for more than 100 years.



## CHAPTER III

TOPIC: UNIT ORGANIZATION OF THE TOPIC ON HOW OUR COUNTRY  
FACED SECTIONALISM

## The Unit

For fifty years, southern planters had fought against the northern merchants. The latter for profits from trade and manufacturing, the former for profits from cotton. Congressional arguments over (1) states rights, (2) slavery, (3) tariff were the main causes. With the election of Lincoln, the South felt slavery would be abolished, thus they broke from the Union. The military, economic, and political events of the North and South were quite different. The "war of the lost cause" which began in April, 1861, resulted in waste, destruction, and ruin.

## Delimitation of the Unit

1. The North and South were growing steadily in different ways.
2. The southern plantation shipped cotton to be manufactured to the northern states and England.
3. Some wealthy southerners resented their dependence on the North for manufactured goods.
4. Some northerners pictured the wealthy southern landowner living by the misery of their slaves.
5. The westward expansion and slavery in the territories led to feelings of sectionalism.
6. The Compromise of 1850 and the Missouri Compromise of 1820 were but



vain attempts to settle the issues.

7. The northern manufacturers wanted high tariff on foreign goods, to protect their goods.
8. The South bought much manufactured products from England and felt that the North would have a monopoly.
9. John Brown's raid and the Dred Scott decision were portents which placed the Union in serious peril.
10. The election of Lincoln was resented by the South, who felt he would abolish slavery.
11. By the end of 1860, it was clear that only war could settle the dispute between the North and South.
12. It began with the secession of the southern states, who formed the Confederate States of America.
13. While the economic system of free labor and slave labor was opposed, the political idea of national unity was threatened by states' rights.
14. The North and South were different in geographical, economic, and social factors:
  - (a) Many railroads ran east and west, North had two times as many miles of railroad then the South.
  - (b) Southern history had given heritage to the Union.
  - (c) The North possessed more than two-thirds of the nation's capital.
  - (d) The South had only a few manufacturing industries.
  - (e) The North controlled the nation's foreign commerce.



(f) In the twenty-three northern states there were 22,000,000 people.

(g) In the eleven southern states there were 9,000,000 people, one-third of whom were slaves.

15. The middle class in England sympathized with the northern factory wage earners.

16. English aristocracy sympathized with the wealthy southern plantation society.

17. Napoleon III of France encouraged the government of the secession, only interested in his colonial power in Mexico which was in defiance with the Monroe Doctrine.

18. In April, 1861, actual fighting began between the two sections and for four years the entire country thought only of war.

19. The Civil War involved the following:

- (a) Blockades and navy.
- (b) Great generals and military tactics.
- (c) Heroism of the men in blue and gray.
- (d) Civil affairs and war financing.
- (e) Conscription of soldiers.
- (f) Humanitarian phase of suffering and loss.
- (g) The Emancipation Proclamation.
- (h) Lincoln's attitude and the outcome of the struggle.

20. The South was laid to waste. Homes were ruined. Crops were destroyed and billions of dollars were spent.

21. The wealth and power of the North proved to be the deciding factor



for victory in 1865.

List of Readings and Materials for Teacher

History Text.

1. Adams, James T., and Charles G. Vannest, The Record of America. pp. 262-354.

History Text for Supplementary Reading.

1. Beard, Charles A., and Mary R. Beard, A Basic History of the United States. pp. 246-286.
2. ----- and -----, The Rise of American Civilization. Volume I, pp. 689-724. Volume II, pp. 52-151.
3. Commager, Henry S., and Allen Nevins, The Heritage of America. pp. 445-504, 733-788.
4. ----- and -----, History of the United States. pp. 213-256.
5. Elson, Henry W., History of United States. pp. 602-745.
6. Guitteau, William B., The History of the United States. pp. 379-392, 409-470.
7. Hendrick, Burton J., Statesmen of the Lost Cause. pp. 432.
8. Hicks, John D., The Federal Union. pp. 605-659.
9. Knowlton, Daniel C., and Mary Harden, Our America Past and Present. pp. 405-455.
10. Leonard, Arthur R., and Bertha E. Jacobs, The Nation's History. pp. 339-351, 376-434.
11. Martin, Asa E., History of the United States. Volume I, pp. 700-911.



12. -----, History of the United States. Volume II, pp. 1-15.
13. Muzzey, David S., History of the American People. pp. 223-247, 340, 354-386.
14. Wells, H. G., The Outline of History. pp. 196-214.

#### Manuals, Workbooks, and Study Guides.

1. Adams, James T., and Charles G. Vannest, Workbook for the Record of America. pp. 298.
2. Clark, Lillian P., Our Nation (Part III). pp. 162-179, 180-190.
3. Cartwright, R. S., and Kenneth Rehage, History Test. pp. 11-14.
4. Downes, James E., and others, Visualized Units in American History. pp. 62-64, 74-90.
5. Pikholt, Solomon, Brief Review in American History. pp. 4-5.

#### Indirect Learning Products

- A. Appreciation: (1) towards contributions by negroes to American Society, (2) of respect for equality of all men, and (3) of interpretation of the story of the past and its application to the living present, keeping in mind the principle of civic education.
- B. Attitudes: (1) of verile tolerance for sectional interest, (2) of understanding for social democracy and the elimination of prejudices, (3) for all times, in the belief that united we stand.
- C. Skills: (1) in the opportunity and ability to work in groups and discuss independently, (2) in individual conviction, which will strengthen problem-solving by a mastery of facts, and (3) ability to utilize references, with an intelligent approach and "carry over"

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### The Unit Assignment

I. The following list of seventeen pictures will be neatly displayed on two bulletin boards in the front of the room:

- (1) John Brown's Raid
- (2) An Old Plantation Home
- (3) Slave Cabins on an Old Plantation Home
- (4) The Marines at Harpers Ferry Arsenal
- (5) A Cotton Field with Workers Picking Cotton by Hand
- (6) A Picture of Dred Scott
- (7) The Sixth Maine Infantry Division
- (8) Pictures of Grant, Lee, and Davis
- (9) Grant's March Through the Wilderness
- (10) Sherman's March to the Sea
- (11) March of the Union Army
- (12) A Group of Lee's Soldiers
- (13) Lincoln at McClellan's headquarters
- (14) A Facsimile of the Emancipation Proclamation
- (15) A Facsimile of the Gettysburg Address
- (16) Lincoln and his Cabinet
- (17) Surrender of General Lee at Appomattox

- II. (1) A wooden model of the "Merrimac"
- (2) A wooden model of the "Monitor"
- (3) A cotton boll



III. Several copies of the magazine section of the Boston Sunday Advertiser (February 8, 1942) are to be passed around the class for the students' observation and comment. This section includes an accurate account of "Lincoln -- the kindly man who saved our country" and some thirty-five pictures. Some among others are:

- (1) The Log Cabin
- (2) Mary Todd
- (3) Lincoln as a Candidate for President
- (4) Inauguration of March 4, 1861
- (5) Lincoln and Franklin D. Roosevelt (comparison)
- (6) Songs by Julia Ward
- (7) The Letter to Mrs. Bixby of Boston, Massachusetts
- (8) The Ford Theatre
- (9) John Wilkes Booth, the Actor
- (10) Newspaper Reports of the Assassination

#### Teacher Introduction of Unit

Introduction--- With the aid of your dictionary look up the word "sectionalism", ["undue devotion to the interest peculiar to a section of the country; sectional feeling, spirit, prejudice"/]. Do we have sectionalism in the United States today? (Reference to Congressional issues which may be current at the time of this introduction).

The raising of cotton needed only a few simple tools which the slaves could be taught to use. Therefore, it was not necessary to employ skilled labor and the planter thought it would be impossible to carry on work at a profit without slaves. To do away with slaves would



ruin the industry of the South. In reality, slavery nearly broke up the Union. The coal, iron, and water power resources of the South were not put to use as they were in the manufacturing North. Cotton became "king" and the South settled down to raise one crop.

The North felt that slavery everywhere in the United States should stop. The feeling grew and the northern and southern Members of Congress could not agree on the slavery question. It could not be a forgotten discussion of Congress because when a new Territory was to be admitted to the Union as a State, Congress had to decide whether or not it would foster slavery.

Those against slavery believed in the equality and "inalienable rights" as found in the Declaration of Independence. The Compromises of 1820 and 1850, coupled with the public opinion and "power of the press" caused the feeling to grow not unlike a rolling snowball. Soon the idea of abolition grew and gradually won more and more people to its side. The trouble over Kansas and Nebraska aroused the whole country and increased the feeling of dislike between the North and South. Popular belief everywhere agreed that the slavery question would not be settled by compromises.

The following questions are to be discussed: (a) Could we have avoided the Civil War and the recent World War II?, (b) Is it possible for separate governments to function in the United States? (Reference made to present conditions with Canada), and (c) What would be the possible situation if slavery existed in the United States today?

Questions and problems.-- Find a complete answer to each of the



following. Write neatly in your notebook, all the materials and findings that may be necessary to show the conclusion for each.

1. What explanation can you give for the border states secession?  
1: 307; 2: 266-267; 4: 57-59; 6: 388, 416; 7: 605-608, 610; 10: 350-351, 348, 359.
2. In what respects were the North and South two different nations in 1860? 2: 269-277; 3: 306-307; 4: 52-57; 6: 393-407, 409.
3. Compare the advantages and disadvantages of the North and South.  
1: 316, 320; 6: 418-219; 7: 620-624; 10: 361-363.
4. What was the abolitionist movement? 1: 262-263; 2: 260-263; 6: 326, 457; 7: 491, 500; 609, 687, 692; 10: 274.
5. Describe the government of the Confederacy. 1: 308; 4: 66-68; 6: 389; 7: 606-609.
6. What does Elson regard as the main causes of the war?
7. In what respects was John Brown a hero and a madman? 6: 374, 383; 7: 580, 595, 597; 10: 344-345.
8. In the Dred Scott Case what was the Constitutional status of a slave according to Chief Justice Taney? 1: 292; 6: 379; 7: 593; 10: 341-342.
9. In how many places does the Constitution mention slavery either directly or indirectly? From these references to slavery would you say that the South was right in its contention that the Constitution recognized and protected slavery?
10. How did the slavery question divide the Northern and Southern Democrats? 1: 277, 301; 2: 256-258; 7: 358.



11. Why was it that Stephen Douglas with his ability and popularity was never elected president? 6: 372-373, 381-382; 7: 533, 594; 10: 342, 346, 357.
12. What was the principle of "Squatter Sovereignty"? 7: 257.
13. Was slavery indispensable to the economic life of the South?
14. Discuss the Emancipation Proclamation from the point of view of Elson. 5: 680-684.
15. Explain: The Civil War could have been prevented.
16. Defend the following statement: "The southern slave was in a more desirable position than the northern factory workers." 1: 306-307.
17. What relation was there between the invention of the cotton gin in 1793 and the Civil War.
18. During the Civil War, what was the theoretical status of France and England? What was the practical status? 6: 424, 460; 7: 636, 672, 673; 10: 363, 397.
19. Is it possible that the war would have ended at an earlier date had Robert E. Lee been a Northern General?
20. What problems did the war between the states settle? 2: 277-282; 4: 99; 6: 457-461; 7: 686-687.
21. Describe Lincoln's re-election. 6: 465; 7: 684; 10: 379-380.
22. Describe the financial methods of the two governments (North and South) during the war between the states. 4: 69-72; 7: 667-670; 10: 390-392. What were the financial conditions in 1864? 4: 99; 6: 462-464.
23. How did the Missouri Compromise of 1820 and the Compromise of 1850



bring the slavery controversy to a head? 1: 372-374; 4: 539, 710;  
6: 275, 361; 7: 358, 540.

24. Do you believe that the election of Lincoln in 1860 justified the secession of South Carolina?

A -- M -- Agree

N -- Z -- Disagree

25. What part did Lincoln play in all phases of war?
26. How did Lincoln show his ability and greatness in his selection of his cabinet? 1: 312, 338; 6: 413-414; 7: 615-616; 10: 356.
27. How did the Kansas-Nebraska Bill effect Stephen A. Douglas in later political life? 4: 13; 6: 375-377; 7: 573-574; 10: 334-336.
28. Was Sherman's March to the Sea carried out in an ethical manner? 1: 347; 6: 438-439.
29. What lesson should we receive from this great civil conflict?
30. Write a theme on the "History of Slavery."
31. Discuss the following and their relation to the "War of the Lost Cause".
- (a) Invention of the Cotton Gin (1793).
  - (b) John Brown's Raids.
  - (c) Wilmot Proviso (1846).
  - (d) Lincoln-Douglas Debates (1850).
  - (e) Freeport Doctrine.
  - (f) Abolition Movement.
  - (g) Dred Scott Decision (1858).
  - (h) The "Trent" Affair



(i) The battle between the "Monitor" and the "Merrimac".

(k) Mason and Slidell.

Optional related activities.-- Pupils may obtain the approval of the teacher for related activities of their own choosing.

1. Write a biographical sketch of Robert E. Lee.
2. Write a biographical sketch of U. S. Grant.
3. Gather all the evidence you can to show the attitude of the different European nations and peoples toward the North and South during the Civil War.
4. Give an oral report on the Union blockade and stress the importance of sea power in war. (Keep in mind England, 1942). 6: 426.
5. Make a chart showing the comparative resources of the North and South in 1861. Include: number of states, population, and industries.
6. Prepare a chart showing in paralleled columns the important battles in the eastern and in the western campaigns. Underscore the Union victories in black.
7. Make a table showing the policies of the Union and the Confederate governments, respectively, toward:
  - (a) Conscription.
  - (b) Finances.
  - (c) Opposition to the war.
8. Write an editorial on: "President Lincoln issues the Emancipation Proclamation."
9. Make a table or diagram showing the steps by which slavery was



abolished.

10. Class debate: Was the issue of greenbacks unwise? [Teacher will select the students for this assignment.]
11. Read one of the following books that you find interesting and make a one hundred word report on your choice.
  - (a) Adams, Julia D., Stonewall
  - (b) Allen, J., Stephen A. Douglas
  - (c) Churchill, W., The Crisis
  - (d) Dodd, William E., Jefferson Davis
  - (e) Drinkwater, John, Abraham Lincoln
  - (f) Hendrick, Burton J., Statesmen of the Lost Cause
  - (g) Jones, J. B., A Rebel War Clerk's Diary
  - (h) Page, T. N., Robert E. Lee
  - (i) Sandburg, Carl, Abe Lincoln Grows Up
  - (j) Stowe, H. B., Uncle Tom's Cabin
  - (k) Swift, H. H., Railroad to Freedom
  - (l) Washington, B. T., Up from Slavery
  - (m) Whitter, John G., Brown of Ossawatimie
12. Write a theme on: Transportation and the Civil War.
13. Prepare a nutshell sketch of all the generals whom you have studied during this Unit.
14. Excluding Grant and Lee, whom do you consider the most outstanding general of the Civil War? Compare your choice with one of the following: (a) MacArthur, (b) Vandergrift, (c) Eisenhower, (d) Clark, (e) Patton. Prepare a four-minute oral report.

(1) The first part of the paper is devoted to the study of the

properties of the function  $f(x)$  defined by

(2)  $f(x) = \sum_{n=0}^{\infty} \frac{a_n}{n!} x^n$  where  $a_n$  are the coefficients of the

power series expansion of  $f(x)$  at the origin.

(3) The second part of the paper is devoted to the study of the

properties of the function  $g(x)$  defined by

(4)  $g(x) = \sum_{n=0}^{\infty} \frac{b_n}{n!} x^n$  where  $b_n$  are the coefficients of the

power series expansion of  $g(x)$  at the origin.

(5) The third part of the paper is devoted to the study of the

properties of the function  $h(x)$  defined by

(6)  $h(x) = \sum_{n=0}^{\infty} \frac{c_n}{n!} x^n$  where  $c_n$  are the coefficients of the

power series expansion of  $h(x)$  at the origin.

(7) The fourth part of the paper is devoted to the study of the

properties of the function  $k(x)$  defined by

(8)  $k(x) = \sum_{n=0}^{\infty} \frac{d_n}{n!} x^n$  where  $d_n$  are the coefficients of the

power series expansion of  $k(x)$  at the origin.

(9) The fifth part of the paper is devoted to the study of the

properties of the function  $l(x)$  defined by

(10)  $l(x) = \sum_{n=0}^{\infty} \frac{e_n}{n!} x^n$  where  $e_n$  are the coefficients of the

power series expansion of  $l(x)$  at the origin.

(11) The sixth part of the paper is devoted to the study of the

properties of the function  $m(x)$  defined by

(12)  $m(x) = \sum_{n=0}^{\infty} \frac{f_n}{n!} x^n$  where  $f_n$  are the coefficients of the

power series expansion of  $m(x)$  at the origin.

(13) The seventh part of the paper is devoted to the study of the

15. Write an exclusive newspaper article on Lincoln's Gettysburg Address. Keep in mind the value and importance it has "for us, the living," 1946.
16. Prepare to show the class what contributions to American life have been made by the negro.
17. Build a model of the "Monitor" or of the "Merrimac".
18. Find out the names of two songs written during this period. Why was each song written?
19. Draw two parallel lines each six inches long about two inches apart. Let one represent the Union and the other the Confederacy. Along the lines write in the names of the battles won by the North and South. Put in date of each battle.
20. Make or draw a cartoon to illustrate the negroes' attitude.
21. By means of a circular graph show the population of the North and the South in 1861.
22. By means of bar graphs show both the popular and electoral votes of Lincoln and McClellan in the presidential election of 1864.
23. In a map talk point out the following places and state the historical significance of each: Fort Sumter, Shenandoah Valley, Richmond, Washington, Bull Run, Forts Henry and Donelson, New Orleans, Norfolk, Harpers Ferry, Seven Pines, Antietam, Fredericksburg, Chancellorsville, Gettysburg, Atlanta, Nashville, Savannah, Chickamauga, Spottsylvania, Cold Harbor, Vicksburg, Chattanooga, Mobile, Appomattox.
24. On an outline map of the United States color red the states of the



Confederacy and blue those of the Union. Show on the map what the opening of the Mississippi River and Sherman's march to the sea did to the Confederacy.

List of Readings for pupils.-- The following list is for pupils' use to which they may refer for proper references to above problems.

1. Adams, James Truslow, and Charles Garrett Vannest, The Record of America. pp. 262-354.
2. Beard, Charles A., and Mary R. Beard, A Basic History of the United States. pp. 246-286.
3. ----- and -----, The Rise of American Civilization. Volume I, pp. 689-724.
4. ----- and -----, The Rise of American Civilization. Volume II, pp 52-151.
5. Elson, Henry W., History of the United States. pp. 602-745.
6. Guitteau, William B., The History of the United States. pp. 379-392, 409-470.
7. Hicks, John D., The Federal Union. pp. 605-659.
8. Knowlton, Daniel C., and Mary Harden, Our America Past and Present. pp. 405-455.
9. Leonard, Arthur R., and Bertha E. Jacobs, The Nation's History. pp. 339-351, 376-434.
10. Muzzey, David S., History of American People. pp. 223-247, 340, 354-486.

Tentative time schedule.-- This unit will require about three weeks time.



First period - - - - Introductory phase (handing out guide sheet)  
 Second period - - - - Laboratory phase  
 Third period - - - - Laboratory phase  
 Fourth period - - - - Laboratory phase  
 Fifth period - - - - Laboratory phase  
 Sixth period - - - - Laboratory phase  
 Seventh period - - - - Laboratory phase  
 Eighth period - - - - Pooling and sharing of experience phase  
 Ninth period - - - - Pooling and sharing of experience phase  
 Tenth period - - - - Pooling and sharing of experience phase  
 Eleventh period - - - - Pooling and sharing of experience phase  
 Twelfth period - - - - Pooling and sharing of experience phase  
 Thirteenth period - - - - Pooling and sharing of experience phase  
 Fourteenth period - - - - Pooling and sharing of experience phase  
 Fifteenth period - - - - Achievement test (for estimating educational growth)

#### Achievement Test

I. Multiple-choice type.-- In the space provided at the right, place the letter which makes the statements correct. Read each carefully before making your choice. Study the first example before answering those which follow.

1. The reason the North fought at the beginning of the Civil War was:
  - (a) not clear in the minds of many.
  - (b) to abolish slavery.



- (c) to establish the principle of squatter sovereignty.
  - (d) over the question of tariff. ( a )
2. Conscription of soldiers was resorted to by the:
- (a) only North.
  - (b) only South.
  - (c) both the North and South.
  - (d) neither the North nor South. (    )
3. The Morrill Act provided for:
- (a) Civil Service.
  - (b) conscription of soldiers.
  - (c) protective tariffs.
  - (d) income tax. (    )
4. The foreign exports of the Confederacy during the Civil War:
- (a) decreased but little.
  - (b) were practically stopped by the Union blockade.
  - (c) increased a little.
  - (d) remained the same. (    )
5. The losses during the Civil War showed that:
- (a) In actual combat, the Confederate Army lost more men than the Union Army.
  - (b) proportionately the Union Army lost more heavily than the Confederate Army.
  - (c) in all causes the Union armies lost more men than the Confederate armies. (    )



6. Immigrants before the Civil War settled for the most part in the cities of:
- (a) South.
  - (b) East.
  - (c) Middle West.
  - (d) Canada. ( )
7. The invention of the cotton gin was economically significant because it:
- (a) made slave labor in the South very profitable.
  - (b) gave Southerners more time in which to cultivate tobacco.
  - (c) encouraged the building of cotton mills in the South.
  - (d) brought a great change in agriculture. ( )
8. The Missouri Compromise provided that:
- (a) California was to be admitted to the Union as a slave State.
  - (b) Maine was to be admitted as a free State.
  - (c) no slavery would exist north of the forty-six latitude.
  - (d) Missouri to be admitted as a free State. ( )
9. The chief results of the Kansas-Nebraska Act was:
- (a) the Republican party organized to oppose slavery.
  - (b) the Democratic party gained majority in the House of Representatives.
  - (c) the repeal of the forty-six northern latitude.



- (d) settlement of the boundary line between Kansas and Nebraska.
  - (e) the repeal of the Missouri Compromise. ( )
10. The secession of the Southern States was due to:
- (a) the violation of States' rights maintained by the South.
  - (b) the refusal to enforce the Fugitive Slave Law.
  - (c) the election of Lincoln.
  - (d) the thirteenth amendment. ( )
11. Before the Civil War, the greatest opposition to a protective tariff on European manufactured goods came from:
- (a) American manufacturers.
  - (b) cotton planters.
  - (c) land owners.
  - (d) middle-class population. ( )
12. In 1865, Lincoln applied the Monroe Doctrine in resisting foreign interference in:
- (a) Venezuela.
  - (b) Cuba.
  - (c) Mexico.
  - (d) Santo Domingo. ( )
13. The outstanding result of the Emancipation Proclamation was that:
- (a) it put an end to European aid toward the Confederacy.



- (b) it resulted in European aid to the South.
  - (c) it weakened the military resources of the South.
  - (d) it drove the border states into the Confederacy. ( )
14. The doctrine of popular sovereignty was first expressed in the:
- (a) Bill of Rights.
  - (b) Dred Scott Decision.
  - (c) Virginia and Kentucky Resolutions.
  - (d) Compromise of 1850. ( )
15. The period in American history between the War of 1812 and the Civil War was one of conflict between:
- (a) slavery and abolition.
  - (b) states' rights and unity.
  - (c) sectionalism and nationalism.
  - (d) Eastern heritage and Western expansion. ( )
16. In 1860, the Republican party:
- (a) favored the abolition of slavery.
  - (b) opposed the extension of slavery in the territories.
  - (c) favored allowing each state to decide for itself whether or not it would have slavery.
  - (d) favored the acquisition of new territory which would be open to slavery. ( )
17. As a result of the Civil War the South:
- (a) diversified their agriculture.
  - (b) abolished the system of sharecropping.



- (c) increased the size of plantations.
  - (d) abandoned the growing of cotton. ( )
18. An invention that helped to make the South a great agricultural country before the Civil War was the work of:
- (a) Samuel Slater.
  - (b) Eli Whitney.
  - (c) Peter Cooper.
  - (d) Robert Fulton ( )
19. A high tariff on foreign goods was suggested by the northern manufacturers in order to:
- (a) protect the domestic market and goods.
  - (b) enlarge the production of manufacturing.
  - (c) buy more cotton from the South.
  - (d) prevent foreign monopoly. ( )
20. During the Civil War the people of England were partial toward:
- (a) North .
  - (b) South.
  - (c) both the North and South.
  - (d) neither the North nor the South. ( )
21. The deciding factor for the Northern victory in 1865 was due to:
- (a) a large white population.
  - (b) more successful military leaders and larger armies.
  - (c) geographical conditions.



- (d) wealth and power of northern section. ( )
22. Sectionalism is determined by:
- (a) geographical boundaries.
  - (b) the class of people.
  - (c) devotion, interest, and spirit.
  - (d) the abolition of slavery. ( )
23. The government of the Confederacy:
- (a) had a constitution exactly like the United States.
  - (b) appointed a President and Vice-President for a six-year term.
  - (c) provided for state sovereignty.
  - (d) abolished much of the existing slavery. ( )
24. According to Elson the main cause of the Civil War was:
- (a) due to the power and wealth of Northern manufacturing.
  - (b) the firing on Fort Sumter.
  - (c) slavery.
  - (d) sectionalism. ( )
25. Stephen A. Douglas failed in presidential elections because:
- (a) he was a northerner.
  - (b) he lacked ability and was unknown.
  - (c) he threw his support toward Lincoln.
  - (d) he supported the Kansas-Nebraska Bill. ( )
26. One of the most significant results of the Civil War was to:



- (a) delay the progress of the Industrial Revolution.
  - (b) increase the feeling of nationalism over sectionalism.
  - (c) stop the westward movement of population.
  - (d) increase the power of the abolitionists. ( )
27. The doctrine of squatter sovereignty stated that:
- (a) the cotton industry was supreme in handling slavery.
  - (b) the people of a territory should have the right to decide for or against slavery.
  - (c) slavery was forbidden in all territories.
  - (d) newly formed states would enter the Union as slave states. ( )

II. Completion type.-- Read the sentence carefully and fill in the blank with the correct word, phrase, or name.

28. The state of South Carolina threatened to secede from the Union because of the dispute over \_\_\_\_\_.
29. The method by which slaves were smuggled out of the South before the Civil War was called \_\_\_\_\_.
30. The "Liberator" was an abolitionist newspaper owned and edited by \_\_\_\_\_.
31. The outstanding advocate of the principle of squatter sovereignty was \_\_\_\_\_.
32. The Missouri Compromise of 1820 was declared unconstitutional by the Supreme Court in the \_\_\_\_\_.
33. Harriet Beecher Stowe was the author of a famous novel about slavery named \_\_\_\_\_.

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34. The abolitionist leader of the raid on Harpers Ferry in 1859 was \_\_\_\_\_.
35. The president of the Southern Confederacy was named \_\_\_\_\_.
36. Lincoln freed the slaves in all seceding states in 1863 by a document known as \_\_\_\_\_.
37. The capitol of the Southern Confederacy was located at \_\_\_\_\_.
38. The Civil War cost the North approximately \_\_\_\_\_.
39. Did bank deposits increase or decrease in the North during the Civil War? \_\_\_\_\_.
40. In 1860 while the economic system of \_\_\_\_\_ and \_\_\_\_\_ was opposed, the political feature of \_\_\_\_\_ was threatened by \_\_\_\_\_.
41. The Confederacy partially financed its war by \_\_\_\_\_.
42. In selecting his cabinet, Lincoln showed \_\_\_\_\_ and \_\_\_\_\_.

III. Matching type.— In the space provided in the left hand column before each name, place, or phrase, write the correct letter which corresponds from the right hand list. Read each selection carefully.

Test Number One.

- |                                   |   |
|-----------------------------------|---|
| _____ 43. Dred Scott Decision     | (a) Harpers Ferry   |
| _____ 44. John Brown's Raid       | (b) was immediately followed by the secession of Southern States. |
| _____ 45. Lincoln-Douglas debates | (c) declared slavery could not exist                              |

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862. It contains a report on the state of the Union and the progress of the war.

2. The second part is a report from the Secretary of the Treasury, dated January 10, 1862. It contains a report on the state of the Treasury and the progress of the war.

3. The third part is a report from the Secretary of the Interior, dated January 10, 1862. It contains a report on the state of the Interior and the progress of the war.

4. The fourth part is a report from the Secretary of the Navy, dated January 10, 1862. It contains a report on the state of the Navy and the progress of the war.

5. The fifth part is a report from the Secretary of the War, dated January 10, 1862. It contains a report on the state of the War and the progress of the war.

6. The sixth part is a report from the Secretary of the State, dated January 10, 1862. It contains a report on the state of the State and the progress of the war.

7. The seventh part is a report from the Secretary of the War, dated January 10, 1862. It contains a report on the state of the War and the progress of the war.

8. The eighth part is a report from the Secretary of the State, dated January 10, 1862. It contains a report on the state of the State and the progress of the war.

9. The ninth part is a report from the Secretary of the War, dated January 10, 1862. It contains a report on the state of the War and the progress of the war.

10. The tenth part is a report from the Secretary of the State, dated January 10, 1862. It contains a report on the state of the State and the progress of the war.

where there was unfriendly legis-  
lation.

- \_\_\_ 46. The "Trent" (d) Springfield, Illinois.
- \_\_\_ 47. Wilmot Proviso (e) prohibit slavery in Mexico, if  
procured.
- \_\_\_ 48. Freeport Doctrine (f) a British mail steamer.
- \_\_\_ 49. Election of 1860. (g) opened all territories.  
(h) "gag rule"  
(i) Ostend Manifesto  
(j) "Uncle Tom's Cabin"

Test Number Two.

- \_\_\_ 50. Stephen A. Douglas (a) southern agents.
- \_\_\_ 51. Roger B. Taney (b) Chief Justice in the Dred Scott  
Decision.
- \_\_\_ 52. Napoleon III (c) elected President in 1854.
- \_\_\_ 53. James Buchanan (d) author of Kansas-Nebraska Bill.
- \_\_\_ 54. Harriet B. Stowe (e) introduced the Compromise of 1850.
- \_\_\_ 55. Henry Clay (f) noted author.
- \_\_\_ 56. Mason-Slidell (g) leader of Ossawatimie massacre.
- \_\_\_ 57. Robert E. Lee (h) interested in Southern cause.
- \_\_\_ 58. John Brown (i) abolitionist.
- \_\_\_ 59. Horace Greeley (j) surrendered at Appomattox.

IV. True-False type.-- If the statement is true draw a circle around the

T. If the statement is false draw a circle around the F.

T F 60. In 1860 both North and South were adequately prepared for war.



- T F 61. More states joined the Confederacy than remained loyal to the Union.
- T F 62. No slave states remained in the Union during the Civil War.
- T F 63. The state of West Virginia was admitted to the Union just before the firing on Fort Sumter.
- T F 64. Lincoln declared that the war as being fought to save the Union rather than to free the slaves.
- T F 65. The white population of the North was greater than the white population of the Confederate states.
- T F 66. The transporation system of the North was inferior to that of the South during the Civil War.
- T F 67. At the beginning of the war the South had more strong military leaders than the North.
- T F 68. Southerners believed that because England needed cotton she would aid the South against the North.
- T F 69. The fact that the war would be fought largely in the South was a military advantage for the North.
- T F 70. The English government aided and supported the North throughout the war.
- T F 71. The first Battle of Bull Run was a decisive victory for the South.
- T F 72. The "Trent" affair led England to withdraw her support from the South.
- T F 73. The fight between the "Monitor" and the "Merrimac" demonstrated the advantages of ironclad ships over wooden ships.



- T F 74. English shipbuilders supplied neither the North nor the South with naval vessels during the Civil War.
- T F 75. The Emancipation Proclamation was issued in the first year of the Civil War.
- T F 76. Lincoln opposed compensation to slave-owners for their losses by the Emancipation Proclamation.
- T F 77. "Stonewall" Jackson was an important Union leader during the Civil War.
- T F 78. The battle of Gettysburg ended in victory for the Northern troops.
- T F 79. France took advantage of the American Civil War to attempt to build an empire in Mexico.
- T F 80. As a rule, conservative classes of England and France favored the South rather than the North.
- T F 81. General Grant was Lincoln's first choice as commander of the Northern army.
- T F 82. The election of 1864 revealed that a majority of Northern voters opposed Lincoln's war policies.
- T F 83. Jefferson Davis was President of the Confederate States.
- T F 84. The Confederacy partially financed its war by loans from England and France.



## CHAPTER IV

TOPIC: UNIT ORGANIZATION OF THE TOPIC ON EXPANSION TO  
THE PACIFIC

## The Unit

With the signing of the Treaty of Ghent our territorial and European difficulties were not ended. In 1819 the United States purchased Florida from Spain and agreed not to claim Texas as part of the Louisiana Purchase. England was still a neighbor in the north along the Oregon territory. The growth of nationalism soon led to the appearance of "Manifest Destiny", which theory claimed that, "the United States would move westward until it reached the Pacific". Many factors and obstacles were to be overcome, including: (1) boundary disputes, (2) unsatisfaction of southwestern farmers, (3) slavery, (4) immigration, and (5) technological improvement. A war with Mexico, the Gadsden Purchase, and boundary agreements with England were the obstacles of the Pacific expansion.

## Delimitation of the Unit

1. The first explorers and pioneers made their way across the Appalachian Mountains after the Revolutionary War.
2. During 1806-1807, roads and turnpikes were built to bind the East and West (Ohio).
3. The War of 1812 proved the need for good roads and caused immigration into the Louisiana Territory.



4. The South needed more land because cotton production exhausted soil rapidly and the rotation of crops was not yet realized.
5. Texas' soil and climate made it a cotton planters' paradise, which soon became settled by American cotton planters.
6. This territory was claimed by both the United States and Spain and later during Santa Anna's dictatorship, by Mexico.
7. The war for Texas' independence (1836) led to the annexation by the United States.
8. This found the United States and Mexico at War in 1848, caused by boundary disputes and "American blood shed on American soil".
9. No unlike the recent war, it produced outstanding men like:
  - (a) John C. Frémont
  - (b) General W. Scott
  - (c) General Taylor
  - (d) General Kearny
  - (e) Buena Vista
10. The Treaty of Guadalupe Hidalgo which ended the war:
  - (a) established the boundary between Mexico and the United States.
  - (b) Mexico ceded the territory of California and New Mexico to the United States for fifteen million dollars.
11. In 1853, the United States purchased the southern part of Arizona and New Mexico (Gadsden Purchase).
12. The Northwest territory (Oregon Country) was claimed by Spain, Russia, Great Britain, and the United States.
12. This was settled by the Treaty of 1824 and Joint Occupation.



14. Gradual westward penetration was broken by the discovery of gold in California in 1848.
15. Thousands of settlers set out overland for the West and the Pacific coast.
16. With an increase in population from time to time, many territories were admitted to statehood.
17. Transportation and the invention of the telegraph became an important factor.
18. By 1850, the "Manifest Destiny" became a reality.

List of Readings and Materials for Teacher

History Text.

1. Adams, James T., and Charles G. Vannest, The Record of America. pp. 577-619.

History Text for Supplementary Reading.

1. Beard, Charles A., and Mary R. Beard, A Basic History of the United States. pp. 179-192.
2. ----- and -----, The Rise of American Civilization. Volume I, pp. 581-627. Volume II, pp. 122-165.
3. Commanger, Henry S., and Allen Nevins, The Heritage of America. pp. 505-622.
4. ----- and -----, History of the United States. pp. 191-212.
5. Elson, Henry W., History of United States. pp. 513-535.
6. Guitteau, William B., The History of the United States. pp. 333-354.



7. Hicks, John D., The Federal Union. pp. 508-531.
8. Knowlton, Daniel C., and Mary Harden, Our America Past and Present. pp. 335-401.
9. Leonard, Arthur R., and Bertha E. Jacobs, The Nation's History. pp. 352-363.
10. Martin, Asa E., History of the United States. Volume I, pp. 609-648.
11. Muzzey, David S., History of the American People. pp. 288-317.
12. Wells, H. G., The Outline of History. pp. 828-832, 960.

Manuals, Workbooks, and Study Guides.

1. Clark, Lillian P., Our Nation (Part III). pp. 119-161.
2. Cartwright, R. S., and Kenneth Rehage, History Test. p. 24.
3. Downes, James E., and others, Visualized Units in American History. pp. 46-61.
4. Pikholt, Solomon, Brief Review in American History. p. 4.

Indirect Learning Products

- A. Appreciation: (1) for the more venturesome American pioneers, (2) for the importance of communication and transportation, then and now, (3) for equal opportunity.
- B. Attitude: (1) of tolerance for sectional interest, (2) of pride for our courageous forefathers, (3) of understanding nationalism.
- C. Skills: (1) in reading correlated materials, (2) in map making and a better knowledge of activities, (3) in mastery of facts for problem-solving ability.



### The Unit Assignment

I. The following list of seventeen pictures will be neatly displayed on two bulletin boards in the front of the room.

- (1) Balboa Discovers the Pacific Ocean.
- (2) Immigrants Crossing the Plains.
- (3) Trails to the West.
- (4) Routes to California.
- (5) An Early Stagecoach.
- (6) The Westward March (from "The Covered Wagon").
- (7) Washing Gold with Pan on the America River, near Sacramento, California.
- (8) Oregon City 1847.
- (9) General Winfield Scott.
- (10) On the Gold Fields.
- (11) The "DeWitt Clinton" Train.
- (12) Over the Oregon Trail.
- (13) The Alamo.
- (14) The Surrender of Santa Anna.
- (15) General Scott's Entry into Mexico City.
- (16) San Francisco in 1849.
- (17) Sam Houston.

II. A third bulletin board will have the following maps neatly displayed:

- (1) Early Settlements West of the Appalachian Mountains.



- (2) Land Claims of the Original Thirteen States.
- (3) Exploration and Settlement of Louisiana.
- (4) The Disputed Territories which the United States Acquired as a Result of the Mexican War.
- (5) Oregon Territory.
- (6) Scene of the Mexican War.
- (7) Taylor's and Scott's Campaign.
- (8) Trails to Oregon and California.
- (9) The Acquisition of the Far West.
- (10) Expansion of the United States - 1783-1848.

III. Several copies of the article "Mexico a Good Neighbor One Hundred Years after War with Us", by Horace D. Crawford - Boston Sunday Post, June 2, 1946.

- (1) The above includes a colorful picture entitled, " at Buena Vista the Americans turned potential disaster into an overwhelming victory that cost Santa Anna nearly half of his army," and a well written article on the friendliness of Mexico during World Wars I and II.

#### Teacher Introduction of Unit

Introduction.-- A single force which shaped our country was the frontier, which moved from the Atlantic and across the Rockies, to encourage individual initiative and nationalistic spirit.

The first frontier was tied too closely with Europe; the second was tied to the coast settlements; but the third was independent, and the



people of the Mississippi Valley looked West rather than to the East. The expeditions of Lewis and Clark, the establishment of a fur company by William Ashley, and the work of Doctor Marcus Whitman soon led many caravans of settlers to cross the plains and mountains to the Far West.

Hardships and diplomacy played an important role in the acquisition of western lands and finally war with Mexico was considered as our "Year of Decision". Today, one hundred years later, we look toward Mexico as one of our good neighbors.

Was the United States an aggressive nation in 1846? Is the way of the aggressor most successful and the best course to choose?

Consider for a moment the relationship between Mexico and the United States during World Wars I and II. Did it have any relationship in Western Hemisphere security? These are but a few of the questions with which we shall be confronted during the study of this unit on expansion.

Questions and problems.-- Find a complete answer to each of the following. Write neatly in your notebook, all the materials and findings that may be necessary to show the conclusion for each.

1. Who were the first to cross the Appalachians and what was the purpose of their going? 6: 291; 7: 346-346; 10: 290.
2. Explain the difficulties and problems which were faced by these frontiers men. How were these problems solved?
3. What was the nature and settlement of Indian trouble? 10: 281, 288.
4. Would you say there was any parallel to be drawn in the settlement of your town and the settlement of a town in the early West? 1:



577, 580; 10: 288-290.

5. How has it been possible for the frontier to influence the lives of so many Americans? 1: 577-578; 8: 339-342.
6. How did the original thirteen states have an interest in the development and expansion of the West? 1: 582-583.
7. State the importance of national roads and waterways and the political controversy surrounding their establishment? 1: 217-219; 8: 342-343.
8. Why were transportation and communication so important to a developing America? 6: 403-404.
9. Has the findings from Question 8, affected the life in your town during 1946-1947?
10. Show the value of the Ordinance of 1787. 1: 584; 8: 182; 10: 160.
11. Why did American pioneers enter Texas and why should it cause sectional debates? 1: 592-594; 8: 390; 9: 353-354.
12. Was the Texan Revolution justifiable and how did Congress view the situation?
13. Explain the annexation of Texas and its influence on slavery. 1: 592-593; 6: 339-340; 10: 293-294.
14. Compare the conflicting claims of Oregon with the conflicting ownership of Texas.
15. Does the United States have any claim to territories in the Pacific Ocean (1946)?
16. Explain: "American blood shed on American soil".
17. Why was the United States more successful in the Mexican War than



in the War of 1812?

18. Explain how we took New Mexico and California. 1: 601; 6: 351; 10: 308-309.
19. Explain the importance of the Gadsden Purchase and the Treaty of Guadalupe Hidalgo. 1: 605; 6: 353-354; 10: 305.
20. Explain: The Mexican War was a military training camp for officers of the Civil War.
21. Did the United States or England have a stronger claim to Oregon? Explain. 1: 606; 7: 510-514; 10: 290-291.
22. In what three ways were these Oregon claims settled? 1: 608; 8: 388-390; 10: 291-292.
23. Why didn't we settle the Mexican boundary dispute in the same way as we settled the Oregon dispute? 1: 600; 7: 522-523.
24. Do you believe in Manifest Destiny? Is it still with us today?
25. How did the Mormons and the discovery of gold in California help develop the West? 1: 606; 6: 358-359; 7: 530-531; 8: 396-399.
26. Why was the Clayton-Bulwer Treaty a diplomatic mistake on the part of the United States? 1: 278; 4: 511; 6: 354.
27. Class Discussion: The attitude of the United States during the Mexican War was contrary to the Monroe Doctrine.

A -- M -- Agree

N -- Z -- Disagree

28. Class Debate: Slave states favored expansion. [Students to be selected by teacher.]
29. Have Americans always been motivated by the most honorable



intentions in their expansion program? Was Italy in 1935? Was Germany in 1939? Was Japan in 1941?

Optional related activities.-- Pupils may obtain the approval of the teacher for related activities of their own choosing.

1. Imagine you were an early pioneer of the West. Write a letter to a friend back east of the daily life in your new home.
2. Make a graph showing the influence of the West on American life.
3. Write an essay: The early frontier was more sectional than national.
4. On a map show the large land grants made by Congress in the Old Northwest. Show the territory invaluable in the Florida Treaty of 1819. Outline in red the boundary of the Louisiana Purchase.
5. Prepare a four minute talk on "Westward Ho!"
6. Imagine you have gone West with the "Forty-Niners". Write a letter describing your trip and your life in searching for gold.
7. Compare a thumbnail sketch of General Winfield Scott with any of our generals in World War II.
8. On an outline map of the United States show by different coloring the following acquisitions:
  - (a) Texas (Red)
  - (b) Mexican Cession (Blue)
  - (c) Gadsden Purchase (Brown)
  - (d) Oregon Territory (Green)
9. Briefly identify the following:
  - (a) Manifest Destiny



- (b) Mormons
  - (c) The Alamo
  - (d) Western Union
  - (e) Baltimore and Ohio
  - (f) Homestead Law
  - (g) Ostend Manifesto
  - (h) John Jacob Astor
  - (i) Pony Express
  - (j) John Slidell
  - (k) John C. Frémont
  - (l) Marcus Whitman
  - (m) Sam Houston
  - (n) Kit Carson
  - (o) Zachary Taylor
10. Write an editorial on: Factory life during the 1830's. (Keep in mind the factory life of 1946.)
  11. Prepare a short four minute talk on "The Pony Express".
  12. On an outline map of the world show by different coloring the following:
    - (a) the countries and areas occupied by the United States following August 1945 (Red)
    - (b) the territories owned by the United States in 1800 (Blue)
    - (c) the acquisition of territory in the United States from 1803 to 1853 (Brown)
  13. Give a map talk:



- (a) trace the military operations of the Mexican War.
  - (b) name the states and dates of their admission to the Union from 1800-1850.
14. Make a graph showing the rise in western population following the War of 1812.
15. Imagine you were one of the early pioneers in Oregon and that you kept a diary of your journey there and of your life in the new country. Read parts of your diary to the class.
16. Give a one hundred word report on any of the following books:
- (a) Allen, Charles, David Crockett, Scout
  - (b) Altsheler, J. A., Dorseman of the Plains
  - (c) Bechdott, F., When the West was Young
  - (d) Brooks, N., First Across the Continent
  - (e) Bush, Bertha, Prairie Rose
  - (f) Bruce, H. A., Daniel Boone and the Wilderness Road
  - (g) Cather, Willa, O! Pioneers
  - (h) Churchill, W., The Crossing
  - (i) Cather, Willa, My Antonia
  - (j) Cather, Willa, Death Comes to the Archbishop
  - (k) Eggleston, E., The Hoosier Schoolmaster
  - (l) Eggleston, E., The Hoosier Schoolboy
  - (m) Ferber, Edna, Cimarron
  - (n) Garland, Hamlin, Complete Works
  - (o) Guiterman, A., I Sing of the Pioneer
  - (p) Grinnell, G. B., Beyond the Old Frontier



- (q) Hagedorn, H., The Rough Riders
  - (r) Hough E., The Covered Wagon
  - (s) Hough E., North of '36
  - (t) Johnston, M., The Great Valley
  - (u) Laut, Agnes, The Blazed Trail of the Old Frontier
  - (v) Morrow, H. W., On to Oregon
  - (w) Parkman, F., California
  - (x) Parkman, F., Oregon Trail
  - (y) Stewart, E., Letters of a Woman Homesteader
  - (z) Verrill, A. H., The Blazed Trail
17. By means of a bar graph show the area of the following:
- (a) the original thirteen states
  - (b) The Louisiana Purchase
  - (c) Texas
  - (d) The Mexican Cession
  - (e) The Oregon Territory
  - (f) The Gadsden Purchase
18. By means of a bar graph show the amount of money paid for each of the above territories.
19. Dramatize:
- (a) "Remember the Alamo"
  - (b) "Remember Pearl Harbor"
20. Draw a map of the United States west of the Mississippi River, and locate the four trails - Oregon, Santa Fe, California, and Spanish.
21. Prepare a four minute talk on either of the following:



- (a) the service rendered our country by Doctor Marcus Whitman and his wife.
- (b) the service rendered our country by John C. Frémont and his wife (Refer to "Immortal Wife" by Irving Stone).
22. Find, copy, and bring to class a poem by an early American poet during 1820-1855. Be prepared to read poem aloud.
23. Complete the following in not more than one hundred words: There were fewer labor strikes in 1846 than in 1946 because \_\_\_\_\_.
- List of Readings for pupils.-- The following list is for pupils' use to which they may refer for proper references to above problems.
1. Adams, James Truslow, and Charles Garrett Vannest, The Record of America. pp. 577-619.
  2. Beard, Charles A., and Mary R. Beard, A Basic History of the United States. pp. 179-192.
  3. ----- and -----, The Rise of American Civilization. Volume I, pp. 581-627.
  4. ----- and -----, The Rise of American Civilization. Volume II, pp. 122-165.
  5. Elson, Henry W., History of the United States. pp. 513-535.
  6. Guitteau, William B., The History of the United States. pp. 333-354.
  7. Hicks, John D., The Federal Union. pp. 508-531.
  8. Knowlton, Daniel C., and Mary Harden, Our America Past and Present. pp. 335-401.
  9. Leonard, Arthur R., and Bertha E. Jacobs, The Nation's History.



pp. 352-363.

10. Muzzey, David S., History of American People. pp. 288-317.

Tentative time schedule.-- This unit will required about two weeks time.

First period - - - - Introductory phase (handing out guide sheet)  
 Second period - - - - Laboratory phase  
 Third period - - - - Laboratory phase  
 Fourth period - - - - Laboratory phase  
 Fifth period - - - - Laboratory phase  
 Sixth period - - - - Pooling and sharing of experience phase  
 Seventh period - - - - Pooling and sharing of experience phase  
 Eighth period - - - - Pooling and sharing of experience phase  
 Ninth period - - - - Pooling and sharing of experience phase  
 Tenth period - - - - Achievement test (for estimating educational growth)

#### Achievement Test

I. Multiple-choice type.-- In the space provided at the right, place the letter which makes the statements correct. Read each carefully before making your choice. Study the first example before answering those which follow.

1. The underlying cause of the Mexican War was:

- (a) the agitation of slaveholders for more territory.
- (b) Mexico's attempt to reconquer Texas.
- (c) Mexico's attempt to reconquer California.
- (d) the annexation of Texas and the boundary dispute. (d)



2. The Louisiana Purchase:
- (a) about doubled the size of our country.
  - (b) gave us four times the territory we had previously possessed.
  - (c) increased our territory about twenty-five per cent.
  - (d) increased our territory about seventy per cent. (\_\_\_)
3. Under the "Ordinance of 1787" states made out of the "North-west Territory" were to:
- (a) decide for themselves about slavery.
  - (b) exclude slavery.
  - (c) permit slavery.
  - (d) have one-half slavery and one-half free. (\_\_\_)
4. The "Lone Star" state refers to:
- (a) Louisiana.
  - (b) Texas.
  - (c) Oregon.
  - (d) California. (\_\_\_)
5. The annexation of Texas was favored by:
- (a) the South.
  - (b) the North.
  - (c) the majority in the Senate in 1843.
  - (d) neither North nor South. (\_\_\_)
6. Under the treaty negotiated at Guadalupe Hidalgo with Mexico, the United States received:
- (a) the territory known as the Gadsden Purchase.

1. The first part of the paper is devoted to the study of the

properties of the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt, \quad (1)$$

where  $x$  is a real number.

2. In the second part we shall consider the function

$$g(x) = \int_0^x \frac{t}{1+t^2} dt, \quad (2)$$

and we shall study its properties.

3. The third part of the paper is devoted to the study of the

function  $h(x)$  defined by the equation

$$h(x) = \int_0^x \frac{1}{1+t^2} dt, \quad (3)$$

where  $x$  is a real number.

4. In the fourth part we shall consider the function

$$k(x) = \int_0^x \frac{t}{1+t^2} dt, \quad (4)$$

and we shall study its properties.

5. The fifth part of the paper is devoted to the study of the

function  $l(x)$  defined by the equation

$$l(x) = \int_0^x \frac{1}{1+t^2} dt, \quad (5)$$

where  $x$  is a real number.

6. In the sixth part we shall consider the function

$$m(x) = \int_0^x \frac{t}{1+t^2} dt, \quad (6)$$

and we shall study its properties.

7. The seventh part of the paper is devoted to the study of the

function  $n(x)$  defined by the equation

$$n(x) = \int_0^x \frac{1}{1+t^2} dt, \quad (7)$$

where  $x$  is a real number.

8. In the eighth part we shall consider the function

- (b) Texas, New Mexico, and California.
  - (c) Texas and New Mexico, but not California.
  - (d) the Oregon Territory. ( )
7. The people of the Northwest favored the annexation of Texas because they:
- (a) favored a policy of territorial expansion.
  - (b) wished to punish Mexico.
  - (c) feared Spain would acquire this territory.
  - (d) favored Texas as a state. ( )
8. Mexico's chief reason for feeling bitter toward the United States was the:
- (a) occupation of the Oregon Territory.
  - (b) annexation of Texas.
  - (c) American occupation of California.
  - (d) sale of Gadsden Strip. ( )
9. The "Wilmot Proviso" was:
- (a) a treaty between the United States and England relative to the Maine-Canadian boundary disputes.
  - (b) a treaty between Mexico and the United States.
  - (c) a bill to control slavery in newly acquired territory.
  - (d) a treaty with Russia over the Oregon Territory. ( )
10. The "McLeod" case had to do with a controversy between the United States and:
- (a) Mexico.
  - (b) England.



- (c) France.
- (d) Spain. ( )
11. Our claim to the "Oregon territory" was disputed by:
- (a) England.
- (b) Spain.
- (c) Mexico.
- (d) France. ( )
12. The most important industry of the West was:
- (a) agriculture.
- (b) mining.
- (c) lumbering.
- (d) manufacturing. ( )
13. The President to first attempt a federal policy of conservation was:
- (a) Polk.
- (b) Harrison.
- (c) Cleveland.
- (d) Tyler. ( )
14. Many Americans moved West because:
- (a) there were no social classes in the East.
- (b) of climatic conditions.
- (c) new roads were built.
- (d) the land was cheap. ( )
15. The discovery of gold in California did not affect:
- (a) transportation.



- (b) the Westward Movement.
  - (c) slavery.
  - (d) the standard of living. ( )
16. The United States obtained most of the territory which was once owned by:
- (a) France.
  - (b) Spain.
  - (c) Mexico.
  - (d) England. ( )
17. The Ordinance of 1787 provided for:
- (a) abolishment of free public education.
  - (b) existence of slavery in Northwest Territory.
  - (c) self-government and later admission to the Union.
  - (d) establishment of Indian reservations. ( )
18. People from Southwestern United States moved to Texas because:
- (a) gold was discovered.
  - (b) many disliked Mexicans.
  - (c) the land was good for cotton raising.
  - (d) it broke relations with the United States. ( )
19. The annexation of Texas settled the question of:
- (a) slavery in the Southwest.
  - (b) boundary disputes with Mexico.
  - (c) requirements for statehood.
  - (d) the size of the United States. ( )



20. The Gadsden Purchase was:

- (a) a waste of money.
- (b) later used by the railroads.
- (c) violated the constitution.
- (d) originally United States territory. ( )

II. Completion type.-- Read each sentence carefully and fill in the blanks with the correct word, phrase, name, or date.

21. The treaty ending the Mexican War in 1848 was named

\_\_\_\_\_.

22. Texas was annexed to the United States in \_\_\_\_\_.

23. "Fifty-four forty or fight" was the cry of expansionists in the American dispute with England over \_\_\_\_\_.

24. The territory in dispute between Mexico and the United States in the Mexican War lay between the Rio Grande River and

\_\_\_\_\_.

25. In 1840 \_\_\_\_\_ was elected President of the United States and was the first \_\_\_\_\_ party presidential candidate to be elected.

26. What European nation did the United States fear was attempting to gain control of Texas prior to its annexation to the United States? \_\_\_\_\_.

27. In 1844 \_\_\_\_\_ was elected President of the United States and represented the \_\_\_\_\_ party.

28. General Taylor defeated Mexican general \_\_\_\_\_ at the battle of Buena Vista.



29. Mexico City was captured by General \_\_\_\_\_ during our war with Mexico.
30. The Gadsden Purchase included parts of what is now the state of \_\_\_\_\_ and the state of \_\_\_\_\_.
31. The Westward movement caused the feeling of \_\_\_\_\_ to take root in the halls of the Senate.
32. The \_\_\_\_\_ section of our country did not want the Texas territory annexed to the United States.
33. The "Doctrine of Manifest Destiny" stated that \_\_\_\_\_.
34. The northern boundary of the Oregon Territory was finally fixed at \_\_\_\_\_.
35. The boundary between \_\_\_\_\_ and \_\_\_\_\_ was settled by the Webster-Ashburton Treaty.
36. \_\_\_\_\_ and \_\_\_\_\_ were important factors in a developing America.
37. The slogan of the Mexican War was \_\_\_\_\_.
38. General Kearny captured the territory of \_\_\_\_\_.
39. \_\_\_\_\_ was the explorer known as the Pathfinder.

III. Matching type.-- In the space provided at the left hand column before each name, write the correct letter which corresponds from the right hand list. Read each selection carefully.

- |                             |   |
|-----------------------------|---|
| _____ 40. John Quincy Adams | (a) A Mormon leader.                            |
| _____ 41. James K. Polk     | (b) A hero of the Texas fight for independence. |



- \_\_\_ 42. John Sutter (c) Dispute over the Oregon Territory.
- \_\_\_ 43. Joseph Smith (d) President who favored lowering of tariff.
- \_\_\_ 44. Acquisition of California (e) President who vetoed the bill to reestablish the Bank of the United States.
- \_\_\_ 45. "Fifty-four-forty or Fight" (f) The discovery of gold in California.
- \_\_\_ 46. John Tyler (g) War with Mexico.
- \_\_\_ 47. Sam Houston (h) An American general in the Mexican War.
- \_\_\_ 48. Winfield Scott (i) Opposed annexation of Texas.

IV. Yes-No type.-- Answer each of the following questions with YES or NO in the space provided at the left.

- \_\_\_ 49. Did William Henry Harrison die before he had served three months as President?
- \_\_\_ 50. Did "Tippecanoe", in the slogan "Tippicanoe and Tyler, too", refer to William Henry Harrison's part in the Battle of Tippecanoe?
- \_\_\_ 51. Was James K. Polk a Whig?
- \_\_\_ 52. Did the United States force a war on Mexico?
- \_\_\_ 53. Did the United States have much difficulty in crushing Mexico in the war?
- \_\_\_ 54. Did the United States' army capture Mexico City?



- \_\_\_\_ 55. Were slave-holding statesmen of this period generally favorable to territorial expansion?
- \_\_\_\_ 56. After Texas was admitted to the Union, were the free and slave states equal in number?
- \_\_\_\_ 57. Did Mexico declare that the admission of Texas as a state would be equivalent to an act of war?
- \_\_\_\_ 58. Was the question of internal improvements and issue in the campaign of 1844?



APPENDIX A

Key to Achievement Test for the Unit Organization of Topic  
on Nationalism 1800-1828, Chapter II

I. Key to Multiple-choice test.--

1. (d)
2. (a)
3. (b)
4. (d)
5. (c)
6. (b)
7. (d)
8. (a)
9. (b)
10. (a)
11. (a)
12. (d)
13. (d)
14. (b)
15. (c)
16. (c)
17. (a)
18. (a)
19. (c)
20. (a)



21. (a)

22. (d)

23. (a)

24. (b)

II. Key to Completion type test.--

25. Republican

26. Jefferson

27. Napoleon

28. War Hawks

29. New England

30. Jackson

31. Harrison

32. Tecumseh

33. Madison

34. United States

35. Federalist

36. Canada

37. The Treaty of Ghent

38. Monroe Doctrine

39. France

40. Barbary

41. Lewis and Clark

42. Era of Good Feeling

43. Constitution, Guerriere

44. Covered wagon, horseback, foot



45. Aristocratic, Common

III. Key to Matching type test.--

46. (e)

47. (c) and (g)

48. (i) and (f)

49. (blank)

50. (l)

51. (h)

52. (a)

53. (k)

54. (b)

55. (j)

56. (blank)

57. (d)

IV. Key to the Yes-No type test.--

58. No.

59. Yes.

60. Yes.

61. Yes.

62. Yes.

63. No.

64. Yes.

65. Yes.

66. No.

67. Yes.



68. Yes.

69. Yes.

70. No.

71. No.

V. Key to the True-False type test.--

72. T

73. T

74. T

75. F

76. T

77. T

78. F

79. F

80. F

81. T

82. T

83. T

84. T

85. T

86. T

87. T

88. F

89. T

90. F

91. T



Key to Achievement Test for the Unit Organization of Topic  
on How Our Country Faced Sectionalism, Chapter III

I. Key to Multiple-choice type test.--

1. (a)
2. (b)
3. (d)
4. (b)
5. (c)
6. (b)
7. (a)
8. (b)
9. (e)
10. (c)
11. (b)
12. (c)
13. (d)
14. (d)
15. (d)
16. (c)
17. (a)
18. (b)
19. (a)
20. (c)
21. (d)



- 22. (c)
- 23. (c)
- 24. (c)
- 25. (d)
- 26. (b)
- 27. (b)

II. Key to Completion type test.--

- 28. the election of Lincoln.
- 29. the underground railroad.
- 30. William Lloyd Garrison.
- 31. Stephen A. Douglas.
- 32. Dred Scott Decision.
- 33. Uncle Tom's Cabin.
- 34. John Brown.
- 35. Jefferson Davis.
- 36. Emancipation Proclamation.
- 37. Montgomery, Alabama.
- 38. three billion dollars.
- 39. increase.
- 40. free labor and slave labor, national unity and states' rights.
- 41. by loans from England and France.
- 42. ability and greatness.

III. Key to Matching type test.--

Test Number One.

- 43. (1)



44. (a)

45. (d)

46. (f)

47. (e)

48. (c)

49. (b)

Test Number Two.

50. (d)

51. (b)

52. (h)

53. (c)

54. (f)

55. (e)

56. (a)

57. (j)

58. (g)

59. (i)

IV. Key to the True-False type test.--

60. F

61. F

62. F

63. F

64. T

65. T

66. F



- 67. T
- 68. T
- 69. F
- 70. F
- 71. T
- 72. F
- 73. T
- 74. F
- 75. F
- 76. F
- 77. F
- 78. T
- 79. T
- 80. T
- 81. F
- 82. F
- 83. T
- 84. T

Key to Achievement Test for the Unit Organization of Topic  
on Expansion to the Pacific, Chapter IV

I. Key to Multiple-choice type test.--

- 1. (d)
- 2. (a)
- 3. (b)



4. (b)
5. (a)
6. (b)
7. (a)
8. (b)
9. (c)
10. (b)
11. (a)
12. (a)
13. (c)
14. (d)
15. (d)
16. (b)
17. (c)
18. (c)
19. (d)
20. (b)

II. Key to Completion type test.--

21. Guadalupe Hidalgo
22. 1845
23. the Oregon Territory
24. Nueces River
25. William Henry Harrison - Whig
26. England
27. James K. Polk - Democratic



28. General Santa Anna
29. General Scott
30. New Mexico, Arizona
31. sectionalism
32. northern
33. the United States eventually would expand westward until it reached the Pacific Ocean.
34. forty-ninth parallel
35. Canada, Maine
36. transportation, communication
37. "Remember the Alamo"
38. New Mexico
39. John C. Frémont

III. Key to Matching type test.--

40. (d)
41. (h)
42. (f)
43. (b)
44. (g)
45. (c)
46. (e)
47. (i)
48. (a)

IV. Key to the Yes-No type test.--

49. Yes.



50. Yes.

51. Yes.

52. No.

53. No.

54. Yes.

55. Yes.

56. No.

57. Yes.

58. No.



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